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ABSTRACT

During the 1971-72 school year, public and nonpublic schools of Connecticut provided compensatory education help for 50,690 pupils funded in part under ESEA Title I. The programs sought to bring about increased school success for pupils whose school achievement was restricted by economic, social, linguistic or environmental disadvantages. Public and nonpublic school end-of-year evaluations provided the data analyzed in this report. Also, two years of data were gathered separately for 1,896 pupils who received the services of 1970-71 compensatory programs. Average test gain scores in grade equivalent units were calculated for the combined pupils of each program and were the means of judging the effectiveness of programs. Ninety programs were identified as more effective efforts of compensatory education in the schools of the state. Most were reading help programs; however, math, language, and preschool programs were also identified. Median test gains in reading and math for all compensatory efforts in the state equaled or exceeded a rate of a year's achievement per year for both public and nonpublic school programs in 1971-72. These test gains were based on pre-post testing with intervals of a year or less between testing. When the interval between testing extended over a two year period such as it did for the 1896 pupils followed-up from the 1970-71 more effective compensatory programs, achievement gains appeared to be much closer to just under a year's growth per year for disadvantaged children. (Author/JM)

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Compensatory Education in Connecticut 1971-72

Programs Supported by

Connecticut State Act for Disadvantaged Children
and
Title I of The Elementary and Secondary Education Act

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL SERVICES
BUREAU OF COMPENSATORY AND COMMUNITY EDUCATIONAL SERVICES

DECEMBER 1972

UD 0[illegible]

COMPENSATORY EDUCATION

IN CONNECTICUT

1971-72

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Connecticut State Department of Education
Division of Instructional Services
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December 1972

SUMMARY AND CONCLUSIONS

Problem

During the 1971-72 school year, public and nonpublic schools of Connecticut provided compensatory education help for 50,690 pupils. The programs were funded by the State Act for Disadvantaged Children and Title I of the federal Education Act. The programs sought to bring about increased school success for pupils whose school achievement was restricted by economic, social, linguistic or environmental disadvantages.

This report is concerned with determining the effectiveness of programs providing compensatory education for target pupils of Connecticut.

Method

Public and nonpublic school end-of-year evaluations provided the data analyzed in this report. Also, two years of data were gathered separately for 1,896 pupils who received the services of 1970-71 compensatory programs.

Average test gain scores in grade equivalent units were calculated for the combined pupils of each program and were the means of judging the effectiveness of programs.

Results

Ninety programs were identified as more effective efforts of compensatory education in the schools of the state. Most were reading help programs; however, math, language, and preschool programs were also identified.

Median test gains in reading and math for all compensatory efforts in the state equaled or exceeded a rate of a year's achievement per year

for both public and nonpublic school programs in 1971-72. These test gains were based on pre-post testing with intervals of a year or less between testing.

When the interval between testing extended over a two year period such as it did for the 1,896 pupils followed-up from the 1970-71 more effective compensatory programs, achievement gains appeared to be much closer to just under a year's growth per year for disadvantaged children. The two year study clarified five points:

1. Reading deficits increased at a consistent rate up through the grades for disadvantaged pupils not getting special help.
2. Reading deficits of disadvantaged pupils receiving compensatory help were decreased by about a third to a half (see figures on pages 4 and 5).
3. The amount that reading deficits were decreased was about the same regardless of pupils' grade level except for grade 2 pupils.
4. Grade 2 pupil reading deficits did not increase over a two year period.
5. In a case of pupils who were not provided compensatory services for a second year, the test results indicated that the discontinuance of help was unwarranted as achievement thereafter was not sufficient to maintain their growth without support.

Conclusions

Compensatory education programs for disadvantaged pupils do not bring pupils to grade level performance in the basic skill areas of schooling. For pupils who start with severe deficits in such areas as reading, math, and language, the programs can reduce pupil's deficits in these areas by about as much as a third or a half.

Compensatory help to pupils in the earliest grades may yield more benefits. It is our intention to gather data on the same pupils for a third year so that longitudinal conclusions can be substantiated with more evidence.

The method of using test gain rates to identify more effective compensatory programs is supported by the inter-correlation of program data in this report. However, longer intervals between testing (12 months) would provide more dependable results for school district evaluations.

The evidence of this report suggests that the major compensatory efforts of school districts should be directed toward pupils in the early grades, and that once pupils have been identified, services or checks on their progress should follow them through the early grades rather than the introduction of services to other new pupils in need of help. The follow-up evidence indicated that more than 50 percent of the pupils getting a first year of services are not continued in compensatory programs even though their achievement test results a year later indicated their continued need for such services.

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SECTION 1

FOLLOW-UP OF COMPENSATORY PROGRAM PUPIL ACHIEVEMENT

Purpose and Scope

There were 15,237 pupils in 107 Connecticut school district compensatory programs in 1970-71 who on the average achieved in reading, language or arithmetic at a rate of a year or more per year. Test results were based on 8,789 of the 15,237 pupils in the programs.

Interest was expressed in finding out how well pupils continued to do following a year of substantial progress. This led to a 1972 follow-up with school district personnel providing grade equivalent scores from the same tests for each individual pupil who actually achieved a month's progress per month in the 1970-71 compensatory programs. The Office of Compensatory Education in the State Department of Education collected and analyzed the follow-up information.

Follow-up results were available for pupils from 64 of the 107 programs that showed substantial progress in 1970-71. The total number of pupils followed-up was 1,896 which was 36 percent of all the pupils who were tested in these programs during the 1970-71 year.

Pupils followed-up ranged from kindergarten age to grade 12. A total of 624 pupils were from nonpublic schools and 1,272 were from public school programs. A total of 1,085 pupils were urban, 613 were suburban, and 198 were rural.

Attachment A shows the results obtained from each of the 64 compensatory education programs followed-up.

Results for High Achieving Pupils

Cumulative test measurement error influences the results reported in this section due to the procedure of obtaining test information for only the higher scoring pupils in compensatory education programs.

Composite results

Thirty-four percent of the pupils repeated their substantial month per month achievement for a second consecutive year.

Fifty-nine percent of all pupils maintained or improved their achievement with respect to grade level over the two year period.

All pupils followed up (N = 1,896) started in the fall of 1970 with an average achievement deficit in relation to grade level of -1.51 years. These same pupils two years later showed an achievement deficit of -1.23 years, an achievement difference of +.28 years with respect to grade level performance.

Pupils who were in the compensatory programs two straight years (N = 820) showed achievement deficits of -1.60 years in 1970 and -1.28 years in 1972, gaining +.32 years with respect to grade level over the two year period.

Pupils who received one year of compensatory help and were back in the classroom full-time the second year (N = 1,076) showed achievement deficits of -1.44 years in 1970 and -1.19 years in 1972, gaining +.25 years with respect to grade level over the two year period.

Results in terms of language, arithmetic, and reading

Young children's language deficits in terms of age norms were:

(1) -1.01 years in 1970 and -.26 years in 1972 for 136 two-year compensatory pupils, and

(2) -1.07 years in 1970 and -.43 years in 1972 for 94 one-year compensatory pupils.

Public and nonpublic school arithmetic deficits in terms of grade level performance were:

(1) -1.73 years in 1970 and -1.60 years in 1972 for 40 two-year compensatory pupils, and

(2) -1.26 years in 1970 and -1.28 years in 1972 for 57 single year compensatory pupils.

Public school reading deficits with respect to grade level performance were:

(1) -1.85 years in 1970 and -1.68 years in 1972 for 380 two-year compensatory pupils, and

(2) -1.48 years in 1970 and -1.41 years in 1972 for 528 one-year compensatory pupils.

Nonpublic school reading deficits with respect to grade level performance were:

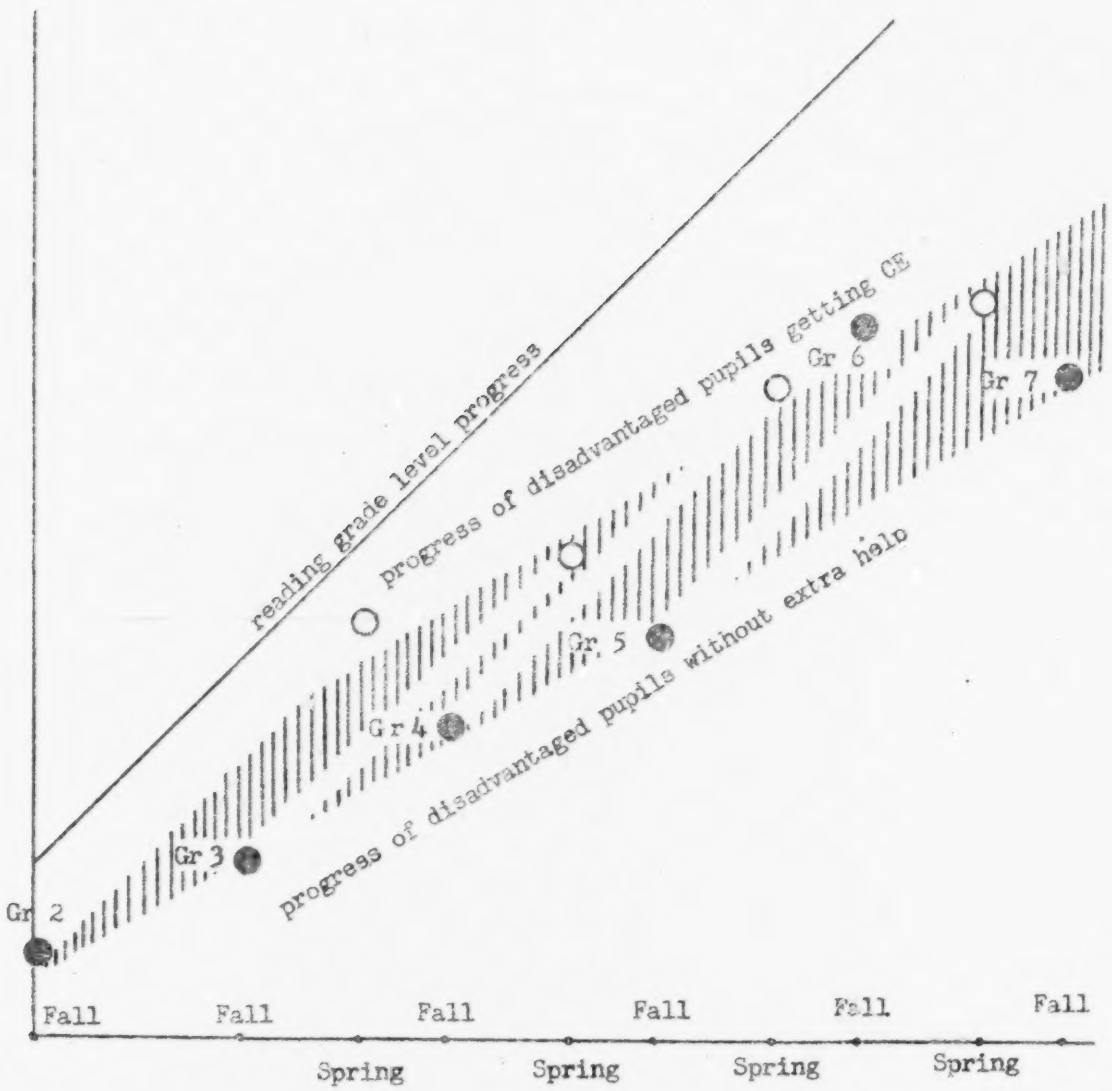
(1) -1.55 years in 1970 and -1.22 years in 1972 for 230 two-year compensatory pupils, and

(2) -1.41 years in 1970 and -1.02 years in 1972 for 290 single year compensatory pupils.

Reading results by grade level

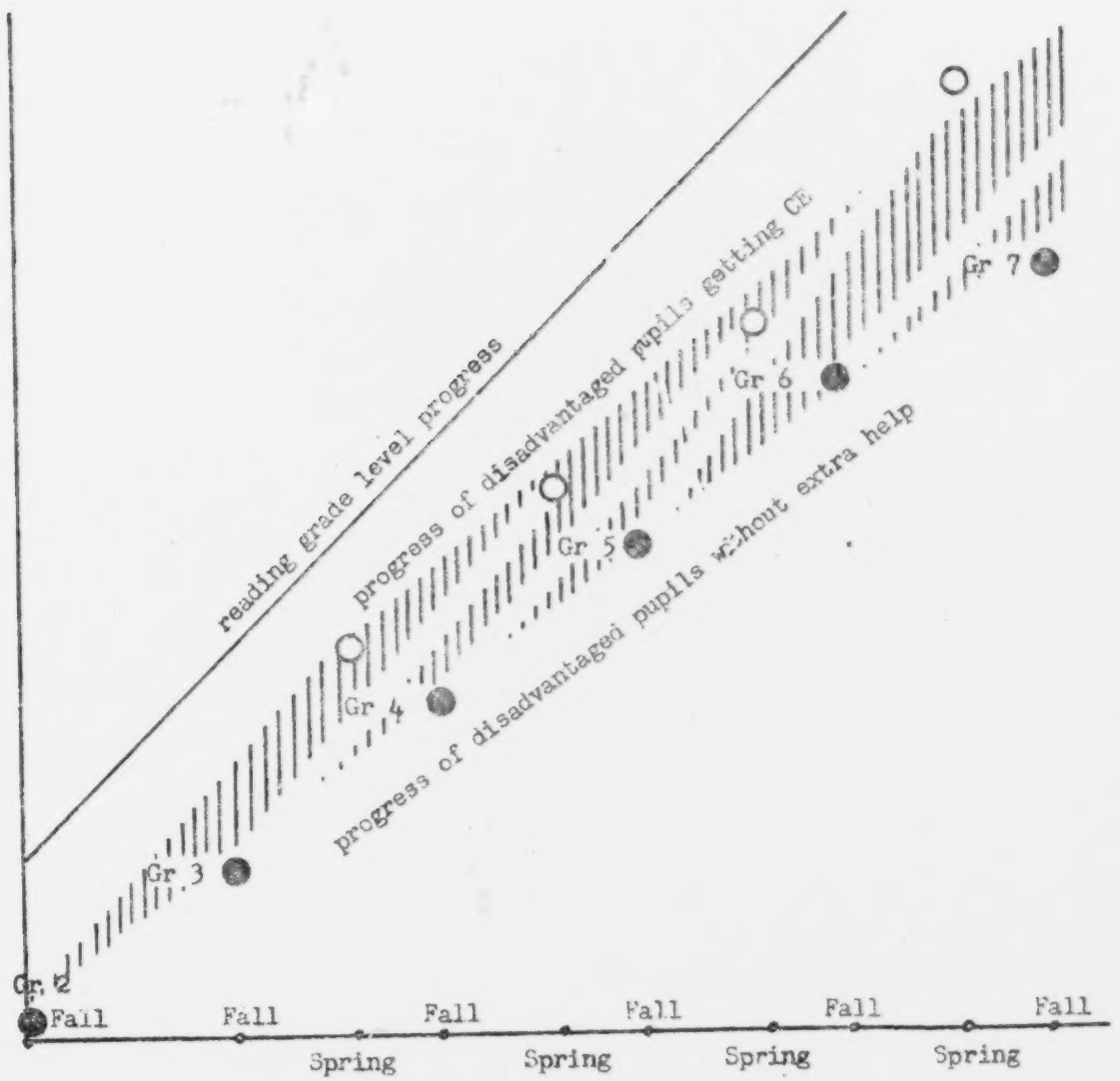
The following results in years with respect to grade level were found for public school pupils:

		Gr 2 N = 160	Gr 3 N = 217	Gr 4 N = 274	Gr 5 N = 143	Gr 6 N = 57	Gr 7 N = 76
Fall	1970	-.53	-1.19	-1.63	-2.25	-1.64	-3.13
Spring	1972	-.48	-1.26	-1.50	-2.24	-1.22	-2.73



The following reading results in years with respect to grade level were found for nonpublic school pupils:

		Gr 2 N = 128	Gr 3 N = 108	Gr 4 N = 87	Gr 5 N = 110	Gr 6 N = 79	Gr 7 N = 42
Fall	1970	-.93	-1.27	-1.47	-1.80	-2.05	-2.55
Spring	1972	-.67	-1.03	-1.15	-1.01	-2.00	-1.02

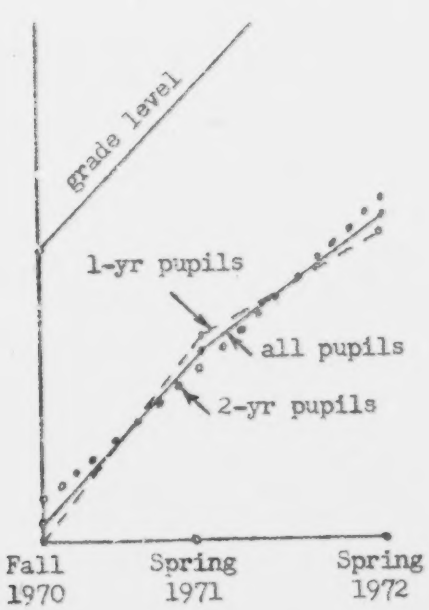


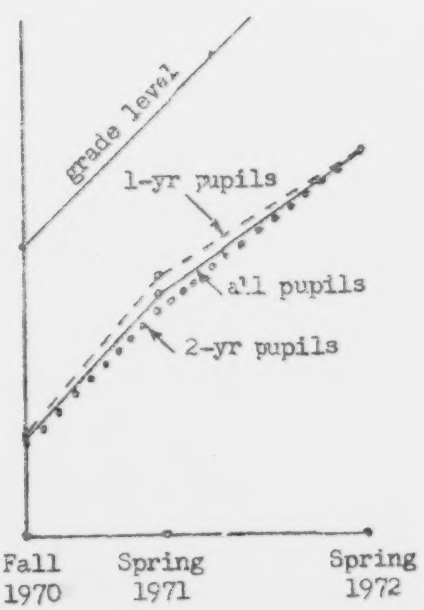
Results Where All Program Pupils Were Followed-up

In two instances, follow-ups were reported for all pupils in the 1970-71 compensatory programs who were still enrolled in the school system. One was from a rural public school district where 45 of the 52 pupils tested in the 1970-71 reading program were followed-up. The other was an urban nonpublic school reading program where 333 of the 381 pupils tested in 1970-71 were reported on.

Reading achievement in years with respect to grade level were as follows for pupils in the two programs:

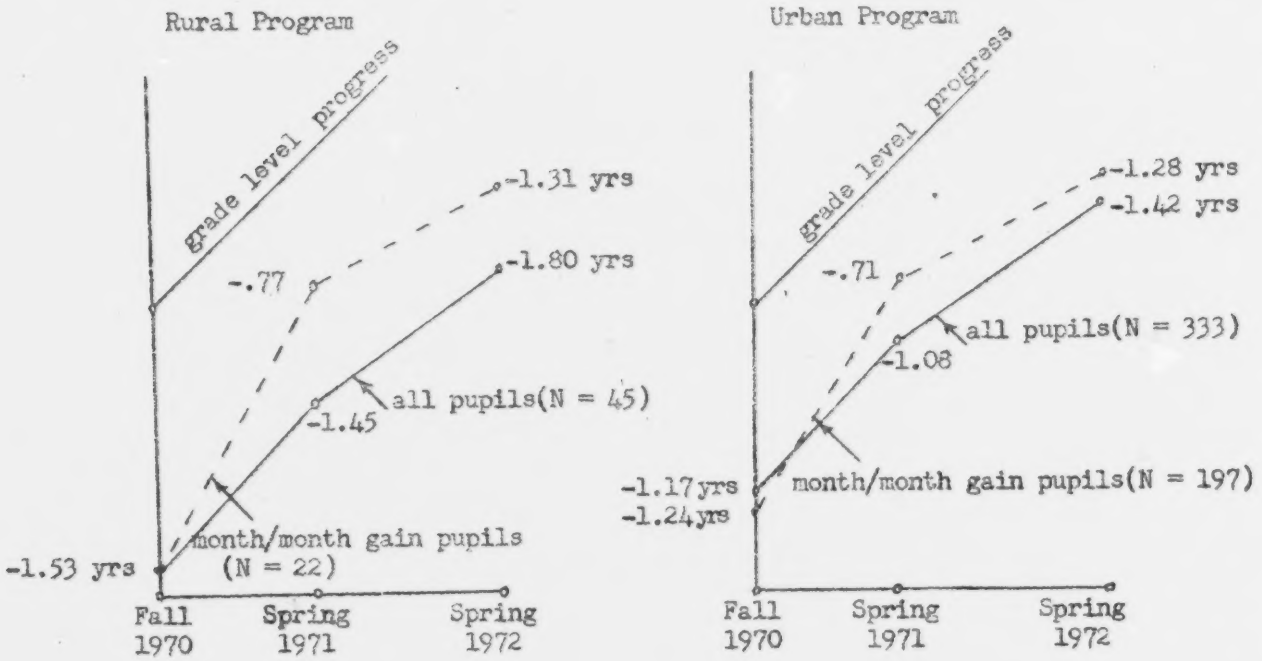
	Rural Program				Urban Program			
	N	1970	1971	1972	N	1970	1971	1972
All CE Pupils	45	-1.53	-1.45	-1.80	333	-1.17	-1.08	-1.42
2-yr CE Pupils	21	-1.37	-1.49	-1.71	170	-1.21	-1.17	-1.43
1-yr CE Pupils	24	-1.68	-1.42	-1.87	163	-1.13	- .99	-1.42





The test results and graphs on the previous page show that when all the pupils in a program are followed-up, pupils on the average gain at a rate of slightly more than a year during the first year and at a rate of two-thirds of a year during the second year. However, a combination of a longer interval between testing and the fact that out-of-school summer months occurred during the second year may account for the differences in achievement rates for the two years.

When the reading results for pupils who achieved a month's progress per month in the 1970-71 compensatory programs were compared to those for all program pupils in the rural and urban programs, the effect of positive test measurement error can be observed in the graphs presented below. It makes it appear that fastest gaining pupils make substantial gains in a first year and hardly no gain at all in a second year.



Interpretation of Follow-up Results

Typical reading progress for compensatory program pupils

The results that showed the two year reading achievement of pupils where all compensatory pupils were reported on present the clearest evidence of achievement progress for disadvantaged pupils. Attempting to compensate for test measurement error, it is estimated that pupils receiving compensatory help accelerate at a rate of just under a year's achievement in a year in the more effective programs. Without the compensatory program help, the 1970 grade by grade reading results suggest that these pupils would have progressed at a rate of approximately two-thirds of a year per year in reading.

On following only fast gaining pupils

Following-up only those pupils who actually achieved a month's progress per month in the 1970-71 compensatory programs, as was the procedure established for this study, produced results influenced by cumulative test measurement error. Where scores for all pupils in a group are dealt with, positive and negative errors in obtained scores tend to cancel out. However, when the "fastest gainers" in a group are separated out as was done in this study, scores with an excess of positive test measurement errors occur. This is judged to be the primary reason why 61 of the 64 programs reported on in this study showed faster rates of gain for pupils in the first year than in the second year.

Other factors influencing reading gain rates

Also, two other factors influenced the difference in test gain rates for the two years. There was a shorter interval between testing

in the first year (eight months first year and twelve months second year). There was also more than two summer months when school was not in session during the second year. Both of these factors tended to favor higher gain scores for pupils in the first of the two years of test results reported.

It is more likely that pupil reading achievement occurs at a more even rate. Subtracting the fall 1970 average score from the spring 1972 average score and dividing by two presents a more realistic yearly gain for pupils in the more effective compensatory education programs.

Comparison of one and two-year compensatory program pupils

The follow-up study gathered evidence from some pupils who received two straight years of compensatory help and others who received only the first year of compensatory services. A question of interest was whether the two-year compensatory pupils achieved better than the one-year compensatory pupils at the end of the two year period. The evidence of this study does not yield a clear answer to this question. One-year compensatory pupils were closer to grade level than two-year pupils in spring 1972 testing (-1.19 years vs -1.28 years below grade level). However, one year compensatory pupils were closer to grade level to start with in the fall 1970 testing (-1.44 years vs -1.60 years below grade level). No comparison of gain scores between two groups should be made when there is an achievement difference at pretesting. Both one and two-year compensatory pupils were closer to grade level at the end of the two year period.

Compensatory pupils most in need continued

The spring 1971 test results are useful in showing that school districts in 33 of 38 programs where comparisons could be made continued compensatory services for a second year to those pupils most in need. Pupils who were not continued after the first year of compensatory services scored higher, on the average, in the spring 1971 testing than did the pupils who were continued for a second year of services.

Patterns of compensatory program reading achievement

Most of the test scores reported in this study were in reading. The quantity of reading scores was adequately large so that the scores could be grouped by grade levels. A natural question of interest is whether reading achievement deficits at the start and the reading gains accrued over the two year period differ for the various grade levels of pupils receiving compensatory services.

The graphs presented previously illustrating public school reading and nonpublic school reading by grade levels indicate three patterns:

1. Reading deficits increase at a consistent rate up through the grades for disadvantaged pupils not getting special help.
2. Reading deficits of disadvantaged pupils receiving compensatory help are decreased.
3. The amount that reading deficits are decreased is about the same regardless of the grade level of the pupil receiving the compensatory help.

These patterns suggest that helping upper grade pupils with severe handicaps is useful, but that the impact on accrued problems of severe reading retardation is small.

On the other hand, preschool age and lower grade level pupils show only slight deficits with respect to grade level. The grade two pupils receiving compensatory help, both public school and nonpublic school, decreased their reading deficits to the point where they were only one-half year below grade over a two year period. These pupils should be followed for a third successive year to see if their progress is maintained.

Recommendations for school districts

The follow-up evidence suggests that the major compensatory efforts of a school district should be directed toward pupils in the early grades and preschool programs, and that once the pupils have been identified, services or checks on their progress should follow them through the early grades rather than the introduction of services to other new pupils in need of help. The follow-up evidence indicates that more than 50 percent of the pupils getting a first year of services are not continued in compensatory programs eventhough their achievement test results a year later indicate their continued need for such services.

SECTION 2

1971-72 NONPUBLIC SCHOOL RESULTS

Staffing and Type of Compensatory Program

State and federally supported nonpublic school programs for disadvantaged pupils were made possible by public school authorities receiving the grants and making the payments for staff and supplies.

There were few full-time staff employed for the nonpublic school programs as dollar amounts were small. The period of weeks over which services were provided was generally less than the 36 week school year, again due to the small size of grants.

Supplementary services were generally provided to designated pupils outside their classrooms. Some pupils were tutored individually. Others met in small groups with a teacher for short periods daily.

Most nonpublic school programs established reading as the priority area of need for pupils. Often the approach to reading help was to utilize teacher-made materials, phonic helps, flashcards, and workbooks in conjunction with a reading text. Occasionally, rooms equipped with work stations including media such as recorders, phonographs, and filmstrip projectors were available. The type of equipment and materials varied among programs.

High school programs usually offered services several periods weekly. A typical offering found pupils using controlled readers, tachistoscopes, and film strip materials. Reading checks and instruction in skimming and speed reading were sometimes included. Use was also made of newspapers, maps, reading skill cards, and workbooks.

Math help was the priority need for pupils in some programs. Pupils were usually instructed in specific math skill areas using kits, records, flannel board, workbooks, texts, and other visual and manipulative media.

Basic data for the nonpublic school reading and math programs are provided in Attachment C.

Reading Program Results

Elementary grade reading results

There were 120 nonpublic school program evaluations showing reading results for elementary grade pupils. In all, 2,714 pupils received help from programs showing a median expenditure of $146 per pupil. The median staff-pupil ratio was 44-1 which is not the same as the number of pupils the staff worked with at a given time. The staff-pupil ratio used here is the total number of participants divided by the full-time equivalent staff.

The median values for grade promotions (95 percent) and school year attendance (96 percent) matched or exceeded the best results obtained in these two areas over the five years that these figures have been collected in nonpublic school compensatory programs.

Standardized test results provided for 1,560 pupils of 41 programs indicated a median pretest reading deficit with respect to grade level of a year. Pre to posttest reading gain score calculations were found to be a median rate of 1.27 years per year.

The more than a year's achievement per year in reading for pupils who initially showed large deficits compared to grade level performance indicates excellent growth for pupils receiving the help of compensatory programs in nonpublic schools.

Math Program Results

Twenty-five nonpublic school programs provided math help to 506 pupils. The median pupil-staff ratio was 32-1. Promotion and attendance were 95 percent and 94 percent respectively. Median program per pupil expenditure was $173.

Eleven programs providing standardized test data showed pupils with a median deficit of -.70 years in arithmetic computational skills at pretesting. Pre-post test median gain scores for the 203 pupils was 1.19 years per year.

More Effective Reading and Math Programs

In all, 125 nonpublic schools implemented programs that culminated into 72 program evaluations. Nonpublic program results in larger cities were more often evaluated as single units which accounts for the difference between number of schools providing programs and the actual number of program evaluations.

Criteria were established to determine the more effective programs. These criteia were:

> Standardized achievement test grade equivalent scores which showed that pupils in the program were seriously disadvantaged with respect to grade level at the start, and pre-post gain scores which showed, on the average, growth of a year or more per year in reading and math achievement for pupils in the program.
>
> Intervals between pre-post testing of seven months or more and test results for a reasonably large number of the total number of pupils who received the services of the program.

Twenty-three of the 72 nonpublic school programs met these standards and were designated as the more effective nonpublic school compensatory efforts. They are as follows:

Ansonia-Assumption, St. Joseph, St. Peter & St. Paul: 23 pupils, grades 1 and 2

Bridgeport-Blessed Sacrament, Sacred Heart, St. Anthony, SS Cyril & Methodius, St. Mary, St. Raphael, St. Stephen: 290 pupils, grades 2-8

Bristol-St. Matthew: 6 pupils, grades 2-5

Bristol-St. Stanislaus: 8 pupils, grades 2-6

Danbury-St. Peter: 18 pupils, grades 4-6

Derby-St. Michael: 20 pupils, grades 3-6

Derby-St. Mary: 14 pupils, grades 2-6

Enfield-St. Adelbert, St. Bernard, St. Matthew: 49 pupils, grades 2-6

Fairfield-St. Anthony, St. Emery, Assumption, St. Thomas, Holy Family: 41 pupils, grades 2-8

Greenwich-Catholic Middle: 4 pupils, grade 8

Hamden-Blessed Sacrament: 12 pupils, grades 7,8

Hamden-St. Rita: 19 pupils, grades 3,4

Hartford-St. Ann, St. Joseph, Immaculate Conception, Our Lady of Sorrows, St. Augustine, SS Cyril & Methodius, St. Peter, South Catholic: 710 pupils, grades 1-8

Manchester-St. Bridget: 10 pupils, grade 7

Manchester-Assumption: 11 pupils, grades 6,7

New Britain-St. Mary: 16 pupils, grades 2-8

New Britain-Mary Immaculate: 11 pupils, grades 9-11

New Haven-Sacred Heart, St. Brendon, St. Francis, St. John, St. Martin, St. Mary, St. Michael, St. Peter, St. Stanislaus, St. Aedan: 206 pupils, grades 3-6

Norwich-St. Joseph: 19 pupils, grades 3-8

Plainfield-St. John: 11 pupils, grades 5-8

Stratford-Holy Name, St. Joseph: 27 pupils, grades 3-7

Waterbury-St. Mary, Blessed Sacrament, Sacred Heart Grammar, St. Ann, St. Joseph, St. Lucy, St. Margaret, SS Peter & Paul, St. Thomas, Sacred Heart High, Waterbury Catholic High, St. Francis, Lady of Mt. Carmel: 266 pupils, grades 1-10

Windham-St. Mary, St. Joseph: 66 pupils, grades 1-8

SECTION 3

1971-72 PUBLIC SCHOOL RESULTS

There were 308 compensatory programs in Connecticut supported by SADC and Title I ESEA in 1971-72. One hundred and sixty-four school districts provided supplementary services to 46,361 disadvantaged pupils. This section of the state evaluation reports the public school results by major type of program: Reading, general academic primary grade programs, math, preschool, English language and bilingual, other school year programs, and summer programs, in that order.

Reading and Reading Related Programs

Method of providing supplementary reading

Reading help was the most common compensatory education offering. Many school districts provided help to pupils in well equipped clinics staffed by reading teachers and sometimes aides. Most of the programs involved pupils over the course of the entire school year. A few provided intensive short sessions.

Another often used approach found school districts tutoring pupils outside the classroom ... sometimes by certified staff and other times by paraprofessionals working under certified school personnel.

Still another approach was to use aides directly in classrooms working with designated pupils under the supervision of classroom teachers.

Elementary grade reading programs

One hundred and forty-nine school districts chose reading or language arts help to aid disadvantaged pupils in their school work. A total of

31,330 pupils were provided help in 169 programs. The median pupil-staff ratio was 21-1 and the median expenditure per program was $369.

The median grade promotion rate was 96 percent and school year attendance 94 percent. Test gain rates calculated from reading related pre-post standardized tests showed a median gain of .98 years per year for participants. The testing results were based on 23,826 pupils in 149 of the 169 programs offering elementary grade reading help.

Upper grade reading programs

Upper grade reading programs were offered at the junior and senior high school level. Thirty-three school districts provided reading or related academic help to 4,027 pupils in 38 programs. The median pupil-staff ratio was 29-1 and the median expenditure per program was $260.

Grade promotions were higher (median rate of 99 percent) and attendance was lower (median rate of 90 percent) than that found for elementary grade reading programs. Both findings were expected.

Pupils in the upper grade reading programs represented half of the total number of grade 7-12 pupils served in the 1971-72 compensatory programs. The holding power for these 38 programs was 98 percent compared to just under 97 percent holding power for all grade 7-12 compensatory program pupils.

The median test gain rate found for pupils getting upper grade reading help was 1.04 years per year. Twenty-six of the 38 programs provided pre-post standardized test data in grade equivalent units for 1,973 pupils.

Discussion of reading results

The follow-up results for previous year pupils reported in the first section of this evaluation stressed that:

> The amount that reading deficits are decreased is about the same regardless of the grade level of the pupil receiving the compensatory help.
>
> ...That helping upper grade pupils with severe handicaps is useful, but that the impact on accrued problems of severe reading retardation is small.
>
> ...Preschool age and lower grade level pupils show only slight deficits with respect to age and grade level.
>
> The follow-up evidence suggests that the major compensatory efforts of a school district should be directed towards pupils in the early grades and preschool programs...

The results for 1971-72 reading efforts support the two year follow-up evidence. While both the elementary and the upper grade reading pupils made about the same reading test gains, the elementary grade median pretest level with respect to grade performance was -.83 years compared to -2.40 years for the upper grade pupils.

Add to the above, the problem as stated in one school district evaluation report:

> ...It is difficult to get participation by poor readers in the upper grades because many of them have adapted to their limitation ...Almost one-half of the pupils selected for reading help refused to take part.

Designation of more effective reading programs

From among the state's 207 compensatory reading and reading related programs, 47 were designated as highly effective. Criteria used to make the designation were as follows:

Standardized achievement test grade equivalent scores which showed that pupils in the program were seriously disadvantaged with respect to grade level at the start and pre-post gain scores which showed, on the average, growth of a year or more per year in reading achievement for pupils in the program.

Intervals between pre-post testing of seven months or more and test results for a reasonably large number of the total number of pupils who received the services of the program.

Results of more effective elementary reading programs

Examining the median values for the 39 elementary reading programs designated as more effective, it seems important to note that pupils in these programs were: (1) more disadvantaged at pretesting (-1.07 years compared to -.88 years for all elementary reading), (2) made higher average gain scores (1.23 years compared to .98 years for all elementary reading), (3) received the services of slightly higher cost programs ($409 compared to $369 for all programs), and (4) received no greater concentration of services than was typical for all elementary reading programs.

The latter finding would suggest that a pupil-staff ratio of more than 20-1 (all participants divided by all full-time equivalent staff directly teaching, tutoring, or counseling participants) does not generally increase the achievement benefits to pupils.

Location of the more effective reading programs

Of the 47 reading programs designated as more effective, nine were in small school distircts (under 2000 enrollment), six were in school districts with a large number of AFDC cases (over 1000), and the remaining 34 programs were in school systems that probably would not be classified as mostly rural nor were they in areas of highest poverty. A listing of

the more effective compensatory programs of public schools follows:

Ansonia, 292 pupils, grades K-7

Avon, 9 pupils, grades 6-8

Bridgeport, 839 pupils, grades 2-5

Bristol-Bingham, 48 pupils, grades 1-6

Bristol-O'Connell, 65 pupils, grades 1-6

Brookfield, 25 pupils, grades 1-6

Chaplin, Eastford, Hampton, Scotland, 56 pupils, grades 1-4

Clinton, 43 pupils, grades 5-8

Colchester, 44 pupils, grades 5-12

East Hampton, 71 pupils, grades 1-6

East Hartford, 211 pupils, grades K-5

East Lyme, 25 pupils, grades 1-4

Glastonbury, 97 pupils, grades 1-6

Granby, 16 pupils, grades 1-6

Greenwich, 188 pupils, grades K-9

Lebanon, 71 pupils, grades 1-8

Ledyard, 71 pupils, grades 1-6

Lisbon, 26 pupils, grades 1-6

Madison, 35 pupils, grades 6-8

Meriden, 126 pupils, grades 2-5

Meriden, 179 pupils, grades 2-5

Meriden, 249 pupils, grade 9

Milford, 146 pupils, grades 1-12

Milford, 103 pupils, grades 9-12

New London, 116 pupils, grades K-4

Plainfield, 168 pupils, grades 1-8

Plainfield, 9 pupils, grades 7,8

Plymouth, 80 pupils, grades 2-5

Portland, 60 pupils, grades 1-5

Portland, 77 pupils, grades 6-8

Shelton, 75 pupils, grades 1-6

Somers, 40 pupils, grades 1-4

Stafford, 98 pupils, grades 1-9

Stamford, 550 pupils, grades 1-6

Stamford, 203 pupils, grades 7,8

Stonington, 95 pupils, grades 1-8

Stratford, 71 pupils, grades 1-6

Thomaston, 82 pupils, grades 1-8

Wallingford, 104 pupils, grades 6-8

Watertown, 15 pupils, grades 2-4

Watertown, 14 pupils, grade 2

West Haven, 292 pupils, grades 2-8

Winchester, 90 pupils, grades 2-8

Windsor, 165 pupils, grades 1-6

Wolcott, 8 pupils, grades 9-12

Reg. Dist. #4, 52 pupils, grades K-6

Reg. Dist. #16, 86 pupils, grades 1-6

Primary Grade Programs

Type of supplementary help

The primary grade compensatory efforts of 1971-72 cannot be categorized easily. Not only were there variations in program activities among school districts, but there were multiple approaches within most programs.

Diagnosis of reading problems followed by prescriptive teaching using a multi-sensory approach was prevalent in many school districts. Another often found practice was diagnosing reading needs in terms of specific language disabilities and finding out the pupil's style of learning followed by programming for short goals with immediate reinforcement.

Some school districts tutored pupils individually to improve comprehension skills and vocabulary development through the use of high-interest stories and a variety of commercially prepared materials. Still others adopted commercially prepared language programs and used them as the major program thrust. Emphasis on experience trips preceded and followed by class related activities was a part of many programs.

For pupils from different cultures, intensive aural-oral instruction, and in some cases, reinforcement in classroom work were approaches taken.

Staffing patterns were principally of two types: Aides working in the classroom with designated pupils under the direction of certified school staff; and tutors or teachers working with pupils outside of the classroom.

Primary grade program results

More primary grade pupils were the target of compensatory help than pupils of any other grade span (N = 16,387). However, in categorizing program evaluations specific about primary grade results, only 6,193 pupils were accounted for. This is because most school districts did not analyze their compensatory results specifically for the primary grade participants.

Even with less than an adequate sampling of results for primary grade pupils, the test data make one point clear: Grade 1 and grade 2 standardized achievement test scores in grade equivalent units seldom show large deficits with respect to grade level regardless of the poverty concentration of school districts. A median pretest deficit of -.30 years was found for 22 primary grade programs. Programs in school districts that emphasized help in these first two grades, therefore, had little chance to be recognized as effective reading programs in the previous pages of this report as a large deficit at pretesting was one of the criteria for selection.

Six more compensatory programs should be cited for their progress with pupils as measured by reading tests when smaller deficits at pretesting are considered for programs emphasizing help in grades 1 and 2. These programs are:

Bridgeport, 924 pupils, grades K-3

Danbury, 232 pupils, grades K-2

Norwalk, 615 pupils, grades 2,3

Plainville-Trask, 26 pupils, grades K-3

Reg. Dist. #13-Brewster, 16 pupils, grades 1-3

Reg. Dist. #13-Center, 12 pupils, grades 1,2

Math Programs

Method of providing math help

In some school districts, teachers individually tutored pupils in math using work sheets and commercially prepared cards, charts, graphs and books. In other instances, aides reinforced classroom math activities for designated pupils with the help of additional audio-visual materials. A few school districts combined the resources of teachers, parents and older students to tutor pupils.

The typical pattern at the beginning of most programs was to make a more thorough analysis of the math needs of each pupil. Following this, many school districts set up activities on an individual basis for each child relying on such media as basic texts, workbooks, teacher-prepared worksheets, flashcards, manipulative materials, filmstrips, and numerous instructional games and puzzles. In some instances, teachers organized pupils into small groups to receive program services rather than program each child individually.

Elementary grade math programs

Fifty-six school districts gave math help to disadvantaged pupils. A total of 13,744 pupils, were served in 57 programs. Math help was seldom offered as the single service of a program as 49 of the 57 programs also offered reading or reading related services. Only 2,308 additional pupils were served by elementary math programs who had not been counted in the 169 elementary reading programs.

Based on median values for the 57 elementary grade math programs, the pupil-staff ratio was lower than that found for elementary reading (15-1 compared to 21-1) while grade promotions, school year attendance, and program costs were about the same as that found for reading. Grade promotions was 96 percent, attendance 95 percent, and per pupil expenditure for the programs was $355.

Math test gain rates for 38 of the 57 programs providing standardized test results showed a median deficit at pretesting of -.72 years with respect to grade level achievement. The median growth rate was a year per year. These findings were based on test data from 1,768 of the 13,744 pupils served in elementary grade math programs. The difference between 1,768 obtained pupil scores compared to 13,744 possible pupil scores is accounted for partly by the sampling used in several large city programs and the lack of standardized test results presented in grade equivalent units in several other large city program evaluations.

Upper grade math programs

Sixteen programs from twelve school districts offered math help to 1,481 pupils in the junior and senior high school grades. The pattern of results for the small number of cases was similar to that presented for elementary grade math programs except for promotion and attendance rates. As would be expected, promotion rates were higher (median of 98 percent) and attendance rates lower (median of 90 percent) for upper grade pupils in comparison to rates for elementary grade pupils getting math help.

The more effective math programs

Fifteen of the 73 elementary and upper grade math help programs were designated as more effective. Criteria used to make the designation were similar to that used to designate more effective reading efforts. Nine of the fifteen programs were programs that were also cited for the excellent reading progress of their pupils. A listing of the fifteen programs follows:

Ashford, 28 pupils, grades 1-8

Bridgeport, 924 pupils, grades 2,3

Chaplin, Eastford, Hampton, Scotland, 56 pupils, grades 1-4

Greenwich, 188 pupils, grades K-9

Manchester, 247 pupils, grades 2-6

Milford, 7 pupils, grades 4-8

Cromwell, 23 pupils, grades 6-8

New Hartford, Barkhamsted, Colebrook, Hartland, Norfolk, 109 pupils, grades 1-7

North Haven, 50 pupils, grades 3-6

Plainville-Trask, 26 pupils, grades 2,3

Plainville, 9 pupils, grades 7,8

Portland, 60 pupils, grades 1-5

Salem, 27 pupils, grades 3-6

Stratford, 71 pupils, grades 1-6

Wallingford, 64 pupils, grades 6-8

Preschool Programs

Preschool intervention

The preschool programs typically provided half day sessions for pupils staffed by a teacher and an aide. Parents were integral to the experience. Language stimulation was generally one of the main objectives of the program.

Preschool program results

Twenty-five school districts operated 29 preschool programs during the 1971-72 school year. Nine of the eleven school districts having over 1000 AFDC cases ran programs with SADC or Title I support. No rural school district carried out a full-year preschool program.

The 29 programs served 2,952 pupils at a median cost of $621 per pupil. The 14-1 median pupil-staff ratio was the lowest of all the most common types of compensatory services.

Absenteeism was more frequent in larger city preschool programs. Attendance ranged from 78 to 90 percent with the largest cities showing attendance at the 80 percent level.

Seventeen programs provided pre and post Peabody Picture Vocabulary Test scores for a total of 793 pupils. The median disadvantagement at pretesting was -.58 years with respect to age norms. The median gain in receptive vocabulary growth was 1.39 years per year.

Pupils in six programs who on the average showed severe language disadvantagement at pretesting progressed at a rate of more than a year per year in language. These programs are:

Ansonia, 44 pupils

Hartford, 334 pupils

Meriden, 116 pupils

Middletown, 66 pupils

New London, 17 pupils

Wolcott, 20 pupils

English Language and Bilingual Programs

English language and bilingual approaches

School districts employed a variety of approaches in providing supplementary help to pupils coming from cultural backgrounds in which English was not the dominant language.

Half day programs offered preschool age pupils services emphasizing motor, physical, and language stimulation activities. English, Spanish, and both English and Spanish were mediums of instruction employed.

Extra help in the broad area of language arts for Spanish-speaking pupils to supplement the ongoing classroom program was the emphasis in one program. In another community, intensive aural-oral activities were provided for Spanish and Anglo first graders to improve skills of English vocabulary, comprehension, and understanding. In still other communities, the emphasis was mainly oral work based on commercially prepared language programs.

In one school district with a large Spanish-speaking community, behavioral objectives for each grade level were developed to improve the English language skills of pupils. These objectives plus a curriculum guide emphasizing an aural-oral English vocabulary and basic language patterns approach guided the English language instruction given in the city's schools.

In some bilingual approaches, bilingual teachers provided instruction in Spanish language skills including speaking, listening, reading, writing, composition, grammar, vocabulary and spelling. In some instances, Spanish was the medium of instruction in math, social studies and science as well.

Spanish cultural presentations and studies were included in the school programs of some districts to promote greater bicultural understanding.

At the junior and senior high level of one school district, teachers tutored pupils, visited homes of Spanish families as the school liaison to whom families felt they could discuss any problem openly with the assurance of both linguistic and cultural understanding, and generally helped Spanish background pupils become adjusted to the academic programs of the schools.

English language and bilingual staffing patterns

The pattern of staffing in each of the language help programs had to be one of not supplanting the local school district's responsibility of providing comparable staffing and services for all pupils in the school district. Since schooling of preschool age pupils is not a local responsibility by law, the total staff of preschool programs could be supported by SADC or Title I funds where program pupils met the criteria established in the state and federal compensatory program guidelines.

In instances of providing language help to pupils in grades K to 12, staff many times worked with pupils outside their classrooms for short periods daily or for several short periods weekly.

In most bilingual programs, an additional teacher, aides, or both teacher and aide supported by SADC or Title I funds staffed classes along with the locally supported classroom teacher. Also, Spanish background resource personnel, both certified and non-certified, were employed to work in conjunction with school staff and the broader

community to extend the cultural and academic offerings of the school system.

English language and bilingual program results

Twenty school districts offered language help to 7,111 pupils in 38 compensatory programs. In a comparison of median values found, pupil-staff ratios were highest of all the typical compensatory efforts (36-1 compared to 21-1 for elementary reading, 19-1 for primary grade programs, 15-1 for elementary math, and 14-1 for preschool programs). Costs were generally the lowest of all compensatory efforts ($292 for language help compared to $369 for elementary reading, $359 for primary grade programs, $355 for elementary math, and $621 for preschool efforts).

Grade promotion rates of language help programs did not generally indicate that pupils from other cultures are failed in school any more often than other disadvantaged pupils. A median grade promotion rate of 96 percent was found for both the language help program pupils and all compensatory program pupils.

School year attendance for English language and bilingual program pupils was also the same as that generally found for all compensatory program pupils.

Standardized test results for English language and bilingual programs can be presented best individually in each case where programs provided such data. This is because grade equivalence, the basis for describing test results for all other major types of compensatory program evaluations, is seldom selected by school districts as

an appropriate test measure for English language and bilingual program pupils. A summary of the breadth of techniques employed to handle test information and program test results are presented below for all English language and bilingual programs in which standardized testing was used for evaluation.

Bridgeport. 855 pupils of grades K-12 were provided English language help, 366 of whom also received additional instruction through bilingual staff. 171 pupils who did not meet minimal English oral language facility at the start of the program, based on the Inter-American instrument: Comprehension of Oral Language Test, were tested again at the close of the program and found to have gained 1.7 years over the 8 months that elapsed between pre-post testing. 567 other pupils gained 1.7 years in reading accuracy and 2.4 years in reading comprehension over an 8 month period as measured by the Gilmore Oral Reading Test.

Hartford. 24 preschool age pupils showed significantly greater gains in aural language development in the dominant language of the children compared to matched preschoolers from another city. There were no differences in the groups average post achievement in areas of aural English and mathematics based on ITGA scores.

Hartford. There were gains of from 8 to 22 percentile points for 270 pupils of grades 2-9 in a program serving 2,662 non-English speaking pupils in 24 schools. Test results were based on October to June testing using the Inter-American Tests.

Meriden. In a program serving 232 pupils of grades K-10, 61 first graders improved from the 23rd percentile in September to the 87th percentile in May based on scores from administration of the Metropolitan Readiness Test.

Meriden. In another program, a comparison of pupils getting English language help outside of the classroom and pupils getting help directly in the classroom was made based on MRT scores which indicate academic readiness. Both showed equally good progress. In-the-classroom-pupils went from the 23rd percentile in November to the 67th percentile in April while outside-the-classroom-pupils progressed from the 19th percentile to the 69th percentile over the same time interval.

Naugatuck. An aural-lingual approach to learning the English language was emphasized in a program serving 68 pupils of grades K-6. The reading subtest of the Metropolitan Achievement Test showed pupils gaining at a rate of a year per year based on October to May testing.

New Britain. The academic readiness of 45 Spanish-speaking pupils and 59 Anglo pupils in kindergarten and grade 1 getting the reinforcement of classroom instruction through Spanish-English aides was compared to the progress of matched pupils in other schools. Spanish-speaking pupils were found achieving higher in June, and Anglo pupils were found equaling in June, the achievement of comparison group pupils.

New Haven. 40 preschool age pupils showed significantly greater gains in aural language development in the dominant language of the children than their counterpart in a Headstart program. There were no differences in the groups' post achievement in areas of aural English and mathematics based on scores from the Inter-American Test of General Ability.

New London. Reading achievement of 10 pupils in a classroom staffed by two teachers of Spanish cultural backgrounds was compared to the reading achievement of 7 pupils who received help outside the classroom for one hour per day. Based on Gates-MacGinitie Reading Test gain scores, the hour-per-day pupils progressed faster in reading comprehension than the self-contained classroom pupils.

Norwalk. Gates-MacGinitie test results for 67 upper grade pupils in a program providing language help to 1,255 pupils in grades K-12 in 24 schools found a yearly rate of gain in vocabulary growth of .83 years. ITPA Grammatic Closure testing showed an age growth rate of 1.33 years per year for 878 kindergarten and grade 1 pupils. These same kindergarten and grade 1 pupils showed an average gain of 3 to 4 raw score points in speech articulation from September to May based on the Predictive Screening Test of Articulation. Kindergarten pupils improved from the 9th to the 25th percentile and grade 1 pupils improved from the 25th to the 34th percentile in vocabulary as measured by the Peabody Vocabulary Test.

Norwalk. A bilingual program providing language help to 297 non-English speaking Spanish students of grades K-8 in four schools used Pruebas de Lectura to determine language progress. 27 grade 2 pupils increased from the 44th to the 57th percentile in language skills relative to norms of

Spanish speaking children of the same grade level in the Canal Zone. The median percentile score, relative to third grade pupils in urban Puerto Rican schools, for 30 grade 3-5 pupils in the Norwalk program increased from the 58th to 80th percentile.

Using the urban Puerto Rican school norms again only for end of the year fifth graders for the test, Pruebas de destrezas enArithmetica, 27 Norwalk program pupils in grades 3-5 increased from the 35th to the 70th percentile in math skills.

Shelton. Language development stressing dramatization, story-telling and conversation was the approach used to help 27 pupils from four different cultural backgrounds. Pre-post MAT: Word Knowledge subtest showed 23 participants gaining at a rate of 1.4 years per year in this area.

Stamford. A program offering one hour per day help in English language to 216 grade K-6 pupils severely handicapped in their ability to understand, speak, read and/or write English provided pre-post test results in the areas of vocabulary and auditory discrimination. Based on results of the Inter-American Test of Vocabulary, 67 grade 1-6 pupils increased their post vocabulary correctness of responses to levels ranging from 55 to 87 percent. 166 K-6 pupils approximately doubled their correctness of responses from the initial to final vocabulary testing using the Peabody Test. The Whepman Auditory Discrimination Test administered to 172 pupils at all grade levels showed pupils at posttesting performing at levels ranging from 76 to 96 percent of accuracy in this area.

Windham. 45 pupils in grade K-5 knowing little or no English were provided English language help outside the class. Progress as measured by September and May Peabody Picture Vocabulary testing showed pupils of grades K-2 gaining faster than pupils in grades 3-5. Overall, pupils on the average gained at a rate of 1.25 years per year.

Windham. 34 pupils in grades 1-6 knowing little or no English were provided English language instruction emphasizing oral English usage. 34 pupils tested with the Peabody Picture Vocabulary Test showed an average language age gain of 1.33 years per year.

Other School Year Programs

There were 30 other school year compensatory programs or program evaluations which were not reported as reading or reading related, math, primary grade programs, preschool, or language help programs. No attempt will be made to describe the breadth of these remaining programs in this state report.

Title I Summer Programs

Forty-nine school districts sponsored 55 summer programs providing services to 3,150 pupils. Many recipients were those who had received school year compensatory help.

Reading and other language arts were emphasized in 39 programs. Eighteen gave arithmetic help. Seldom were these basic skill areas offered alone. Usually additional benefits such as physical activities, art, music, crafts, or trips were planned to go along with the reading and arithmetic.

Thirteen programs were designed to help kindergarten children and first graders who were judged to need the additional summer help to get better starts in their next school year. Eleven preschool programs operated also.

English language instruction was the emphasis in six programs while bilingual help for upper grade non-English speaking students was the direction of a single program.

The median cost of operating the summer programs was $140 per pupil. Records kept in 31 programs indicated a range of attendance from 70 to 94 percent with a median attendance rate of 86 percent.

SECTION 4

STUDIES OF PROGRAM DATA

Definition of Terms Used

Various terms used in the state report have been defined below for the purpose of clarity.

Type of program

The type of compensatory education program is determined by a school district's analysis of the priority school needs of their disadvantaged pupils.

Number of program pupils

Pupils getting the direct services of a specific program.

Pupil-staff ratio

The number of program pupils divided by the number of state or federally supported staff who directly taught, tutored, or counseled pupils in the program.

Total pupil hours

The total staff teaching hours each week times weeks of direct services to pupils divided by the number of program pupils.

Program pupil expenditure

The total dollars expended for a program divided by the number of program pupils.

Promotion rate

The total number of program pupils who were promoted to the next grade level at the end of the year divided by the number promoted plus the number who were not promoted.

Attendance rate

The aggregate days of attendance for the school year for program pupils divided by the aggregate days of membership.

Holding power rate

The number of grade 7-12 pupils served by the program who remained in school from July 1 of one year to June 30 of the next divided by the number who remained plus the number who withdrew from school but were not transfer withdrawals.

Test gain rate

The grade equivalent gain in months in the test area related to program objectives divided by the months elapsing between pre and posttesting.

Pretest status

Pretest grade equivalent status in years with respect to grade level. (In testing with age norms, pretest status in years with respect to age level).

Grade span tested

The grade span of pupils for whom complete pre and posttest data were used in the gain rate calculation.

Three other kinds of information pertaining to the school district were obtained, but not from the evaluation reports. These were:

Town pupil expenditure

The 1970-71 per pupil cost for day school less transportation in each Connecticut school distirct.

Town pupil enrollment

The October 1, 1971 local school district enrollment in public schools.

Town AFDC

The number of pupils in a school district receiving aid for dependent children according to a January 1972 survey by the Welfare Department.

Each of the above was sought for each compensatory program. In the previous section of this report, results of programs were reported in terms of the factors defined above. On the following pages, various program data have been studied in more detail to understand their meaning more fully. The studies are based on the data of the 169 public school elementary reading or reading related programs shown as Attachment D.

Relationship of Test Gain Rates to Other Factors

Test gain rates were calculated by the state department of education for pre-post standardized test results provided in school district program evaluations. Different tests were used by school districts. However, only pre-post results based on a single test were converted into test gain rates. A product-moment correlation of test gain rates and all other program data were performed. The results were as follows:

Prgm Factors Compared	r	N of Prgms Providing Data
Test gains and Program Intensity	-.03	136
Test gains and Pupil-Staff Ratio	-.03	136
Test gains and Program Expenditure	+.29**	137
Test gains and Town Pupil Expenditure	+.09	137
Test gains and School Year Attendance	+.24**	126
Test gains and Interval Between Testing	-.26**	137
Test gains and Size of Program	-.08	137
Test gains and AFDC in the Town	+.06	137
Test gains and Disadvantagement at Pretesting	-.09	137
Test gains and Grade Promotion Rates	-.17*	131
Test gains and Town Pupil Enrollment	+.11	137

*Significant correlation at the .05 level

**Significant correlation at the .01 level

Discussion of obtained correlations

Test gain rates that were calculated from the pre-post standardized test data of local school district evaluation reports showed significant relationships between the test gain rates of programs and (1) interval between pre-post testing, (2) program per pupil expenditure (3) school year attendance of pupils, and (4) grade promotion rates of program pupils.

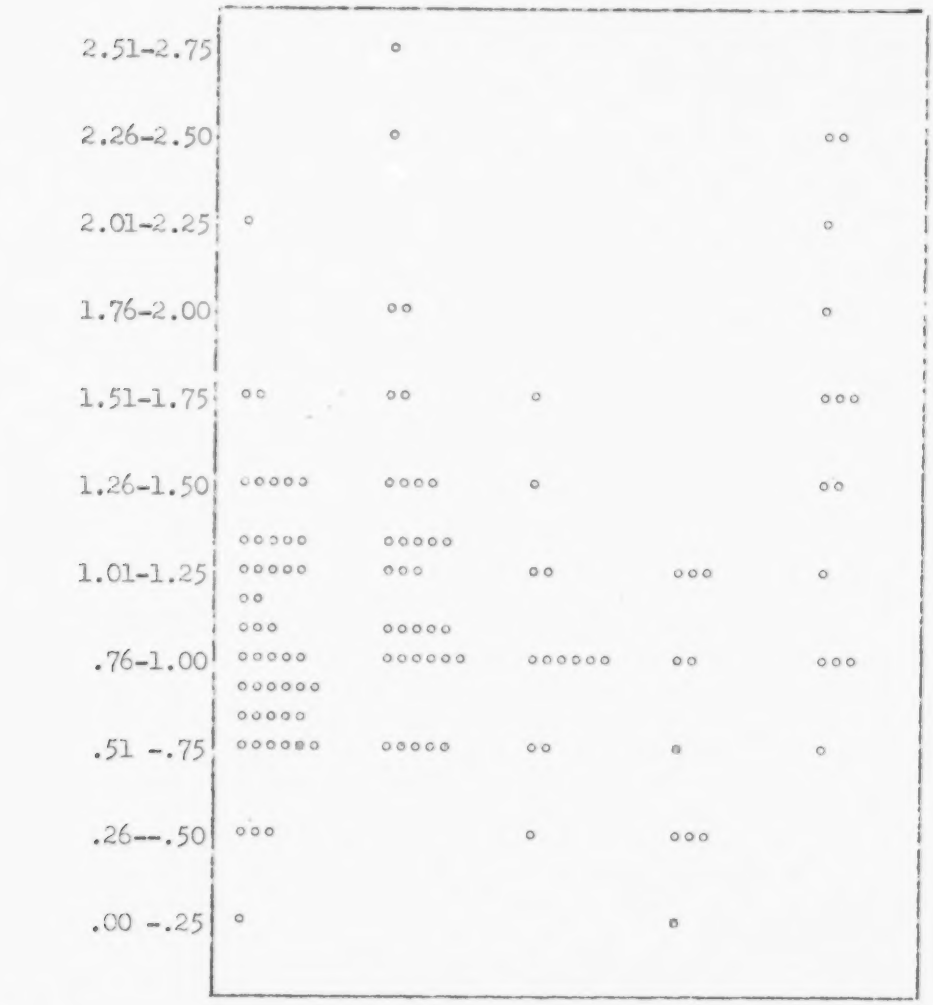
Relationships that were not statistically significant correlations were test gain rates and (1) program concentration of effort, (2) pupil-staff ratios, (3) town per pupil expenditure for education, (4) program size in terms of the number of pupils served, (5) the concentration of AFDC cases of a town, (6) pupils' disadvantagement at pretesting as measured by tests, (7) and the size of a school district as measured by pupil enrollment in the schools.

While test gain rate calculations did not relate significantly to all of the program data that it might be expected to relate to significantly, the evidence does make a strong case for the usefulness of the test gain rate calculations as one objective way of differentiating the more-effective from the less-effective compensatory programs. Furthermore, the correlational evidence supports the usefulness of gain score calculations even though results are from different standardized tests used in a state such as Connecticut where there is no statewide testing program.

Rate calculation differences among tests

A total of 117 of the some 130 test gain rates calculated for compensatory programs that emphasized reading in the elementary grades came from the reading subsections of five standardized tests. In a comparison of the median gain scores calculated for each of these five tests, one notes a difference in the relative "hardness" of these tests. Basically, the

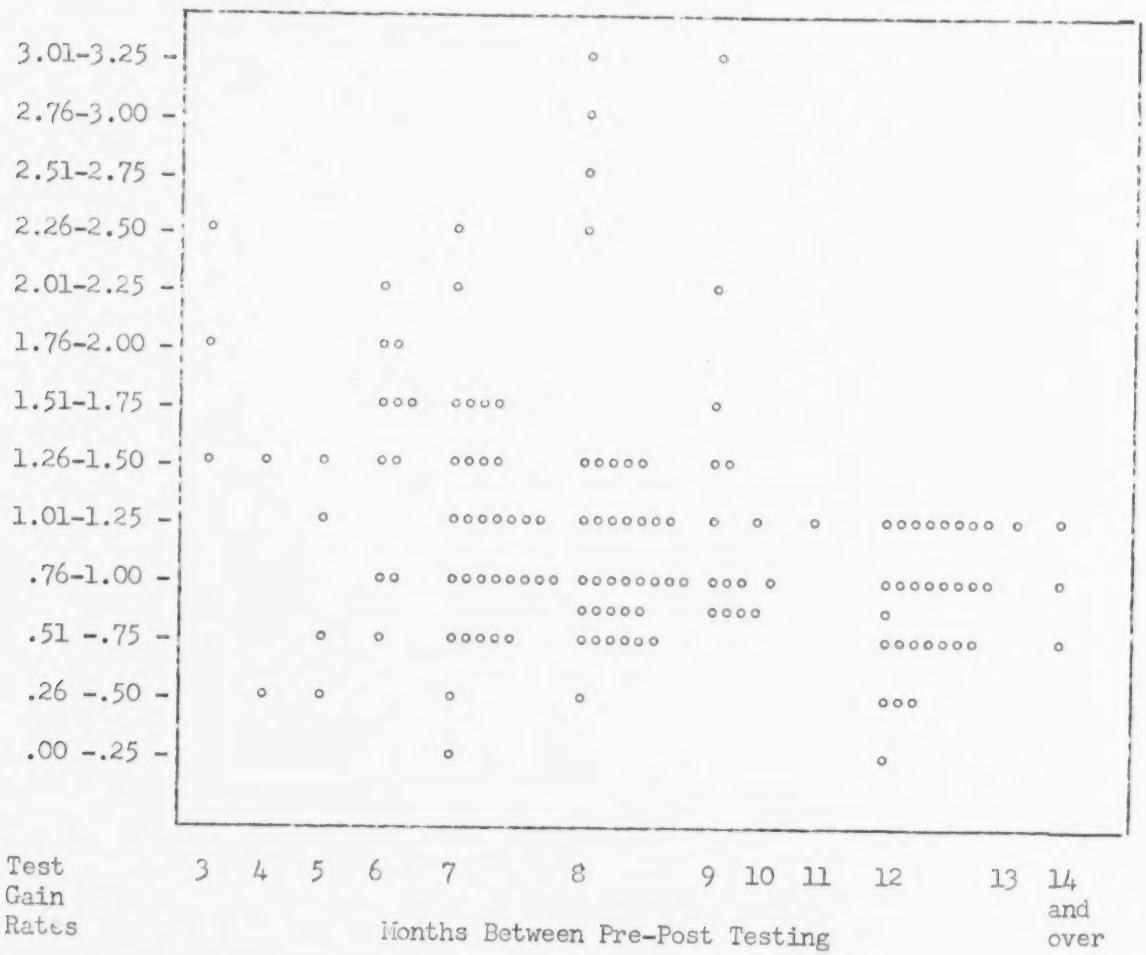
Cates-MacGinitie Reading Test, the Metropolitan Achievement Test, and the Stanford Achievement Test show growth rate calculations approximately the same while the California Achievement Test is "easier" and the Iowa Test of Basic Skills is "more difficult" for disadvantaged pupils. A comparison of the distributions of gain rate calculations by tests is presented in the figure below:



Interval between testing

The interval between pre-post testing had a decided influence upon test gain score calculations as indicated by the significant correlation between these factors. Calculations based on short interval testing tended to produce unduly large gain scores while twelve month interval testing most closely approximated the test gains typical for compensatory program pupils where they were followed over a two year period.

The scatter diagram below shows test gain rate calculations generally increase as the interval between testing decreases.



Relationship of pretest scores and test gain rates

The lack of a significant relationship between test gain rate calculations and the pretest score with respect to grade level performance does not generally support the contention that pupils "furthest behind" generally make the largest test gains. This is not to refute such pupils' potential to do so as ample evidence confirms the "regression to the mean" phenomena.

The very low and non-significant relationship between pretest status and test gain scores indicates mainly that the higher test gain rates did not come from just those programs where pupils were found furthest below grade level. Lack of additional information from the data analyzed prevents further discussion of this topic.

Recommendations for testing

Standardized test results have been shown to be an important measure of the success of compensatory programs and should continue to be an inclusion in each program evaluation.

Pre-posttesting should be at twelve month intervals whenever possible for more dependable gain score calculations. Spring would be the most desirable time for testing for evaluation purposes.

The standardized test already used system-wide is in most cases a best choice for obtaining compensatory program test results, as less "extra" testing needs to be done and comparison data are available for other pupils in the school system.

Whenever possible, it is recommended that one of the tests listed on the following page be used for the evaluation of compensatory programs:

California Achievement Tests (1970)-Reading, Forms A and B

Comprehensive Test of Basic Skills (1968), Forms Q and R

Iowa Test of Basic Skills (1970), Forms 5 and 6

Metropolitan Reading Tests (1970), Forms F and G

Sequential Tests of Educational Progress, STEP Series II (1969), Forms A and B

SRA Achievement Series (1970), Forms E and F

Stanford Reading Tests (1964), Forms W and X

By the spring of 1973, a handbook will become available providing one equative scale for test scores of fourth, fifth, and sixth grade pupils for the seven tests listed above. The handbook will also include new national norms for the tests based on a more representative sample of today's student population. The handbook will be made available from Educational Testing Services Western Office, 1947 Center Street, Berkeley, California 94704.

Programs of Most and Least Concentration of Services Compared

Programs providing the most concentrated services (an average of from 97 to 183 hours per pupils for the year) were compared to programs providing the least amount of help (an average of from 4 to 24 hours per pupil).

Programs providing the most concentrated services were more often the smaller programs from school districts enrolling a small number of pupils with less poverty in their neighborhoods.

The more intensive services cost more money per pupil and pupil-staff ratios were lower as would be expected. However, it was not

expected that reading test gain rates would be about the same for both the "most intensive" and the "least intensive" help programs. Disadvantagement at pretesting and school year attendance were likewise about the same in the comparisons.

Promotion rates were higher in programs where pupils got the least amount of help. However, this is probably due to more of the large school districts providing the less concentrated services, and large school districts do not generally have stringent grade promotion policies.

Median values for most intensive help programs compared to those offering the least services were as follows:

	N	Pretest Disadvgmt	Read Gain Rate	Prom Rate	Attnd Rate	Pupil Staff Ratio	Prgm Pupil Expend	Town Pupil Enrlmt	1972 Town AFDC
Most concentrated services programs	23	-.84 yrs	.88 yrs	.95	.94	9	$374	3400	113
Least concentrated services programs	26	-.80 yrs	.88 yrs	.99	.94	43	$180	4400	162
All elementary grade reading programs	169	-.88 yrs	.98 yrs	.96	.94	21	$369	3400	137

SECTION 5

SADC AND TITLE I ESEA STATISTICAL INFORMATION

This section of the state report provides consecutive tables of information, separately and combined, for SADC (State Act for Disadvantaged Children) and Title I ESEA, the federal act providing funds for programs in schools in low-income areas.

The total number of pupils served by compensatory programs in 1971-72 was 50,690. Both public and nonpublic schools emphasized help in the early grades of school. Eighty-two percent of all nonpublic school program children and 83 percent of all public school program children ranged from preschool age to grade six of elementary school.

Table 1

COMBINED COMPENSATORY PROGRAM STATISTICS: UNDUPLICATED COUNT OF PUPILS AND COMBINED STATE AND FEDERAL AID

Year	Public Pupils	Nonpublic Pupils	Total Pupils	State and Federal Dollars	Program Per Pupil Expenditure
1971-72	46,361	4,329	50,690	$17,888,246	$353
1970-71	50,775	5,318	56,093	$18,662,744	$333
1969-70	59,633	8,276	67,909	$18,466,605	$272
1968-69	69,119	8,042	77,161	$13,895,775	$180
1967-68	92,198	6,571	98,769	$13,889,171	$140
1966-67	71,084	4,406	75,490	$13,544,765	$179
1965-66	58,018	2,788	60,806	$ 8,631,431	$141

Table 2

SEPARATE SADC AND TITLE I PROGRAM STATISTICS

	STATE ACT DISADVANTAGED CHILDREN				TITLE I OF THE EDUCATION ACT			
1971-72	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	164		26,189	$5,598,152	$214	163	39,531	$12,290,094	$295
NonPub Schs		125	2,238	$ 366,094	$164		2,091		
1970-71									
Pub Schools	161		30,335	$7,388,752	$244	162	38,319	$10,788,070	$262
NonPub Schs		131	2,430	$ 485,922	$200		2,888		
1969-70									
Pub Schools	159		38,067	$7,689,639	$202	159	39,075	$10,278,799	$236
NonPub Schs		133	3,832	$ 498,167	$130		4,444		
1968-69									
Pub Schools	160		40,132	$6,106,978	$152	160	41,488	$ 7,256,003	$161
NonPub Schs		125	4,546	$ 532,794	$117		3,496		
1967-68									
Pub Schools	154		45,021	$5,867,359	$130	153	61,612	$ 7,791,902	$122
NonPub Schs		86	4,167	$ 229,910	$ 55		2,404		
1966-67									
Pub Schools	152		42,576	$6,094,955	$143	147	46,743	$ 7,449,810	$146
NonPub Schs							4,406		
1965-66									
Pub Schools	112		51,741	$3,447,381	$ 67	121	44,709	$ 5,184,050	$109
NonPub Schs							2,788		

Table 3

NONPUBLIC SCHOOL SADC PUPILS SERVED BY GRADE SPANS, 1971-72

Total Number of Pupils Served: 2,238

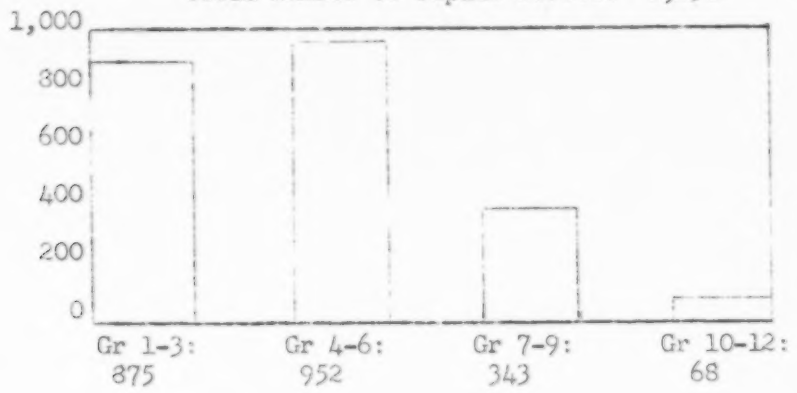


Table 4

PUBLIC SCHOOL SADC-TITLE I PUPILS SERVED BY GRADE SPANS, 1971-72

Total Number of Pupils Served: 46,361

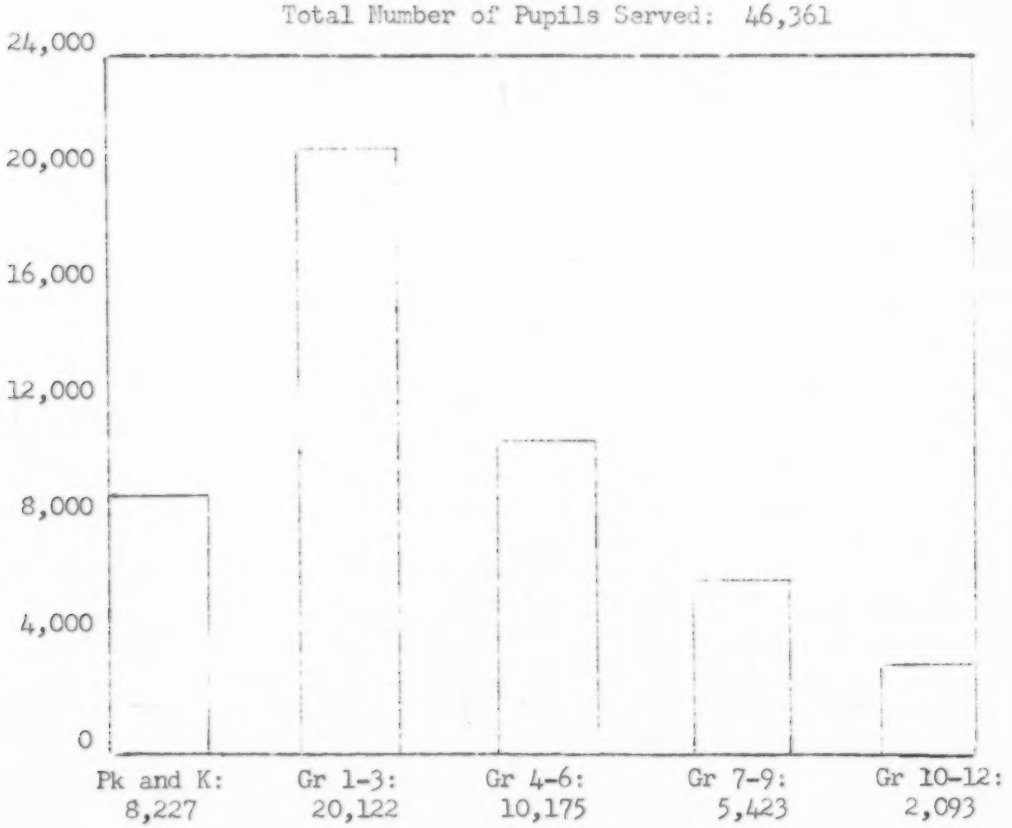


Table 5

TITLE I NONPUBLIC SCHOOL PARTICIPATION IN 1971-72

Town	Expnd for Srvcs*	Sch Yr Sum	Pupils Served	Schools: Activities
Ansonia	$ 4,364	SY	23	Assumption, St. Joseph, St. Peter, St. Paul: reading
Bethel		SY	12	St. Mary: reading
Branford		SY	6	St. Mary: reading
Bridgeport		SY	197	St. Anthony, Sacred Heart, St. Cyril, St.Mary, St. Stephen, Blessed Sacrament, St.Raphael: English language
Bridgeport	$66,412	SY	125	Blessed Sacrament, Sacred Heart, St.Anthony, SS. Cyril & Methodius, St. Mary, St.Raphael, St. Stephen: reading
Bristol		Sum	16	St. Stanislaus, St. Anthony: reading,arithmetic
Danbury		SY	24	St. Peter, St. Joseph: reading, language arts
Derby		SY	35	St. Mary, St. Michaels: reading
E. Hartford	$3,173	SY	22	St. Mary: reading
Enfield	$13,000	SY	28	St. Martha, St. Adalbert: reading,language arts
Enfield		Sum	15	St. Martha, St. Adalbert: reading
Fairfield	$ 1,500	SY	3	Holy Family: reading, arithmetic
Fairfield		Sum	9	Holy Family
Greenwich		SY	5	St. Mary: reading
Greenwich		Sum	2	St. Mary: reading
Griswold		SY	16	St. Mary: reading, math
Hamden	$1,500	SY	12	Blessed Sacrament: reading
Hartford	$223,000	SY	561	St. Ann, St. Joseph, Immaculate Conception, Lady of Sorrows, St. Augustine, SS Cyril & Methodius, St. Peter, So.Catholic: reading
Killingly	$13,200	SY	25	St. James: reading, language arts
Manchester	$ 7,000	SY	19	St. James: reading, arithmetic
Meriden	$ 3,900	SY	13	St. Joseph: reading
Middletown		SY	14	St. Sebastian: reading
Middletown		SY	3	St. Sebastian: English language
Milford	$ 4,000	SY	8	St. Gabriel, St. Mary: reading
Montville		SY-Sum	35	St. John's Jr.H.S.: reading, language arts
New Britain	$41,000	SY	107	Sacred Heart, St. Mary: reading
New Canaan		SY-Sum	3	St. Aloysius: summer creative arts
New Haven	$71,823	SY	134	Sacred Heart, St. Brendan, St. Francis,St.Michael, St. John, St. Martin, St. Mary, St. Peter, St. Stanislaus, St. Aedan: reading
New London		SY	47	St. Mary, St. Joseph: reading
Norwalk		Sum	4	St. Joseph, St. Thomas: reading
Norwalk		SY	2	St. Thomas: basic skills
Norwich		SY	51	St. Joseph, Sacred Heart, St. Mary, St. Patrick: reading
Norwich	$1,330	SY	2	Notre Dame: nurse aide training

*Title I dollar amounts expended for nonpublic school pupil services is indicated only in those instances in which this information was reported.

Title I Nonpublic School Participation (cont.)

Town	Expnd for Srvcs	Sch Yr Sum	Pupils Served	Schools: Activities
O.Saybrook		SY	12	St. John: reading
Plainfield	$2,370	SY	16	All Hallows, St. Johns: reading
Portland		SY	3	St. Marys: reading, math
Putnam	$6,950	SY	15	St. Marys: reading
Simsbury	$1,200	SY	6	St. Marys: reading
Simsbury		Sum	2	St. Marys: reading
Stafford		SY	12	St. Edwards: reading
Stamford		SY	20	Holy Name: reading
Stonington		SY-Sum	3	St. Michaels: reading, math
Stratford		Sum	3	St. James: Summer tours
Suffield, E.Windsor, E.Granby, Windsor Locks		SY-Sum	5	St. Marys: diagnostic services
Thomaston		SY	5	St. Thomas: reading
Thompson		SY	19	St. Joseph: reading, language arts
Torrington	$1,200	SY	30	St. Mary, Sacred Heart: reading
Wallingford		Sum	4	Holy Trinity: reading
Wallingford	$1,200	SY	9	Holy Trinity: reading
Waterbury	$64,575	SY	189	St. Mary, Blessed Sacrament, Sacred Heart, St. Ann, St. Joseph, St. Lucy, St.Margaret, SS Peter & Paul, St. Thomas, Sacred Heart H.S., Catholic High, St. Francis, Lady of Mt. Carmel: reading
W.Hartford		SY-Sum	39	St. Bridget: reading, language arts
W. Haven		SY	66	St. Lawrence, St. Louis: reading
Westport		SY	3	Assumption: English language
Wilton		SY	1	Our Lady of Fatima: reading
Windsor		SY	8	St. Gabriel: reading
Windham	$14,000	SY	43	St. Mary, St. Joseph: reading
			2,091 pupils	

Table 6

NONPUBLIC SCHOOL PROMOTION, ATTENDANCE, AND HOLDING POWER
DATA: 1967-1972

Grade Promotion

School Year	All Pupils in Compensatory Programs	Reported as Promoted	Reported as Retained	Sum of Reported Promotions and Retentions	Percentage of all Pupils for Whom Data were Reported	Promotion Rate
1971-72	2,238	2,067	140	2,207	99%	93.66%
1970-71	2,430	2,159	222	2,381	98%	90.66%
1969-70	3,832	3,445	319	3,764	98%	91.52%
1968-69	4,546	3,149	315	3,464	76%	90.91%
1967-68	4,167	1,557	116	1,673	40%	93.07%

School Year Attendance

School Year	All Pupils in Compensatory Programs	Reported Aggregate Days of Attendance	Reported Aggregate Days of Membership	Number of Pupils for Whom Attendance Data were Provided	Percentage of all Pupils for Whom Data were Reported	Attendance Rate
1971-72	2,238	326,745	343,737	1,910	85%	95.06%
1970-71	2,430	393,828	419,904	2,333	96%	93.79%
1969-70	3,832	601,083	644,144	3,579	93%	93.32%
1968-69	4,546	499,893	537,416	2,986	66%	93.02%
1967-68	4,167	179,170	188,246	1,046	25%	95.18%

School Holding Power

School Year	Reported DW's: Dropout Withdrawals	Reported Grades 7-12 Pupils Remaining	Reported Grades 7-12 DW's Plus Pupils Remaining	Holding Power Rate
1971-72	13	390	403	96.77%
1970-71	22	639	661	96.67%
1969-70	6	632	638	99.06%
1968-69	13	683	696	98.13%
1967-68	10	439	449	97.77%

Table 7

PUBLIC SCHOOL PROMOTION, ATTENDANCE, AND HOLDING POWER DATA: 1965-1972

Grade Promotion

School Year	All Pupils in Compensatory Programs	Reported as Promoted	Reported as Retained	Sum of Reported Promotions and Retentions	Percentage of all Pupils for Whom Data were Reported	Promotion Rate
1971-72	46,361	39,776	1,807	41,583	90%	96.64%
1970-71	50,775	40,547	2,368	42,915	85%	94.48%
1969-70	59,633	42,819	3,257	46,076	77%	92.93%
1968-69	69,119	40,599	3,159	43,758	63%	92.78%
1967-68	92,198	56,315	3,771	60,086	65%	93.72%
1966-67	71,084	36,143	3,020	39,163	55%	92.29%
1965-66	58,018	31,402	2,818	34,220	59%	91.77%

School Year Attendance

School Year	All Pupils in Compensatory Programs	Reported Aggregate Days of Attendance	Reported Aggregate Days of Membership	Number of Pupils for Whom Attendance Data were Provided	Percentage of all Pupils for Whom Data were Reported	Attendance Rate
1971-72	46,361	5,180,597	5,726,350	31,813	69%	90.47%
1970-71	50,775	5,504,945	6,210,906	34,505	68%	88.63%
1969-70	59,633	5,570,584	6,228,320	34,602	58%	89.44%
1968-69	69,119	7,355,928	8,215,290	45,641	66%	89.54%
1967-68	92,198	8,444,000	9,736,278	54,090	59%	86.73%
1966-67	71,084	4,355,546	4,975,309	27,641	38%	87.54%

School Holding Power

School Year	All Grade 7-12 Pupils in Compensatory Programs	Reported DW's: Dropout Withdrawals	Reported Grades 7-12 Pupils Remaining	Reported Grades 7-12 DW's Plus Pupils Remaining	Percentage of all Pupils for Whom Data were Reported	Holding Power Rate
1971-72	7,516	249	7,162	7,411	99%	96.64%
1970-71	7,133	267	6,351	6,618	93%	95.97%
1969-70	10,882	464	8,250	8,714	80%	94.68%
1968-69	15,235	667	10,089	10,756	71%	93.80%
1967-68	17,415	453	12,599	13,052	75%	96.53%
1966-67	15,098	235	3,869	4,104	27%	94.27%
1965-66	5,111	44	936	980	19%	95.51%

ATTACHMENT A

FOLLOW-UP OF PUPILS IN 1970-71 MORE EFFECTIVE COMPENSATORY PROGRAMS WHO ACHIEVED A MONTH OR MORE GAIN FOR EACH MONTH BETWEEN TESTING IN BASIC SKILL AREAS

N in Prgm in 70-71	N Tstd in 70-71	Grade Span	Test Area	Name of Test	All Follow-Ups				Two-Year Follow-Ups				One-Year Follow-Ups			
					N	Gr Lvl Compd to Plcmt 1970	1971	1972	N	Gr Lvl Compd to Plcmt 1970	1971	1972	N	Gr Lvl Compd to Plcmt 1970	1971	1972
URBAN PUBLIC																
223	60	3	reading	GtsMG	22	-0.54	+0.33	-0.23					22	-0.54	+0.33	-0.23
281	47	3-12	reading	Gates	19	-4.07	-2.93	-2.75	13	-4.92	-3.63	-3.21	6	-2.22	-1.40	-1.77
1054	561	3-6	reading	GtsMG	188	-2.04	-1.35	-1.95	63	-2.17	-1.59	-1.97	125	-1.97	-1.23	-1.94
363	333	3-5	reading	CRAT	29	-0.96	-0.41	-0.87					29	-0.96	-0.41	-0.87
244	201	8	reading	MAT	35	-3.03	-2.50	-3.08	1	-2.90	-2.90	-2.90	34	-3.02	-2.48	-3.09
591	383	3-6	reading	MAT	122	-1.31	-1.05	-1.84	50	-1.29	-1.04	-1.80	72	-1.32	-1.06	-1.87
181	175	3-5	reading	GtsMG	58	-1.31	-0.92	-1.03	9	-1.66	-1.36	-1.72	49	-1.25	-0.83	-0.90
SUBURBAN PUBLIC																
137	110	3-8	reading	MAT	86	-1.23	-0.78	-1.23	28	-1.06	-0.89	-1.24	58	-1.32	-0.73	-1.22
58	47	5-9	reading	GtsMG	22	-3.28	-2.51	-2.86	20	-3.39	-2.69	-3.03	2	-2.20	-0.75	-1.25
142	72	7	reading	ITBS	17	-0.39	+0.96	-0.37	2	-3.20	-2.90	-2.80	15	-0.01	+1.48	-0.05
116	47	10,11	reading	GtsMG	19	-2.68	-1.92	-2.21	5	-5.66	-4.56	-4.54	14	-1.62	-0.98	-1.38
66	49	3-6	reading	GtsMG	13	-1.78	-1.24	-1.42	3	-2.70	-2.37	-3.43	10	-1.50	-0.90	-0.82

ATTACHMENT A, Continued

N in Prgm in 70-71	N Tstd in 70-71	Grade Span	Test Area	Name of Test	All Follow-Ups				Two-Year Follow-Ups				One-Year Follow-Ups			
					N	Gr Lvl Compd to Plcmt 1970	1971	1972	N	Gr Lvl Compd to Plcmt 1970	1971	1972	N	Gr Lvl Compd to Plcmt 1970	1971	1972
100	48	3-6	reading	GtsMG	17	-0.98	-0.45	-1.05	10	-1.29	-0.69	-1.26	7	-0.53	-0.64	-0.76
103	47	3-7	reading	GtsMG	23	-1.20	-0.63	-0.60	12	-1.51	-0.92	-0.64	11	-0.86	-0.33	-0.55
13	8	11	reading	NelDny	3	+0.13	+0.37	-0.27	3	+0.13	+0.37	-0.27				
15	15	4	reading	GtsMG	4	-1.43	-0.60	-0.35					4	-1.43	-0.60	-0.35
289	35	8,9	math	WRAT	12	-1.99	-1.65	-2.38	3	-1.87	-1.77	-1.90	9	-2.03	-1.61	-2.53
62	23	11,12	reading	NelDny	3	-1.97	-1.07	-2.97					3	-1.97	-1.07	-2.97
80	80	3-5	reading	MAT	13	-1.17	-0.95	-1.35	13	-1.17	-0.95	-1.35				
20	9	7-9	math	ITBS	4	-2.48	-1.68	-2.70	2	-2.40	-1.90	-2.55	2	-2.55	-1.45	-2.85
187	113	3-5	reading	GtsMG	23	-0.97	-0.31	-0.93	12	-0.76	-0.28	-0.92	11	-1.19	-0.35	-0.95
102	92	2-5	reading	DurSul	32	-0.54	-0.13	-0.60	10	-0.52	-0.29	-0.61	22	-0.55	-0.06	-0.60
100	76	3-8	reading	GtsMG	47	-1.66	-1.11	-1.26	41	-1.54	-1.09	-1.19	6	-2.45	-1.23	-1.73
18	17	5,6	math	SAT	9	-1.31	-0.59	-1.51					9	-1.31	-0.59	-1.51
41	21	3-5	reading	ITBS	10	-2.14	-1.38	-1.91	7	-2.06	-1.41	-1.74	3	-0.90	-0.37	-1.03
31	31	8,9	reading	GORT	16	-2.54	-1.80	-1.70	16	-2.54	-1.80	-1.70				
32	32	8,9	reading	SDRT	14	-2.52	-1.66	-2.64					14	-2.52	-1.66	-2.64
55	52	3-7	reading	WRAT	7	-1.60	-1.13	-1.30	7	-1.60	-1.13	-1.30				

ATTACHMENT A, Continued

N in Prgm in 70-71	N Tstd in 70-71	Grade Span	Test Area	Name of Test	All Follow-Ups N	All Follow-Ups Gr Lvl Compd to Plcmt 1970	1971	1972	Two-Year Follow-Ups N	Two-Year Follow-Ups Gr Lvl Compd to Plcmt 1970	1971	1972	One-Year Follow-Ups N	One-Year Follow-Ups Gr Lvl Compd to Plcmt 1970	1971	1972
15	15	3	reading	SRA	11	-1.06	-0.25	-0.10	3	-0.97	-0.30	-0.37	8	-1.10	-0.23	-0.00
31	27	8	reading	ITBS	3	-2.50	-2.23	-2.33	2	-2.70	-2.45	-2.60	1	-2.10	-1.80	-1.80
RURAL PUBLIC																
60	52	3-10	reading	Calif	22	-1.52	-0.77	-1.31	8	-1.61	-0.98	-1.48	14	-1.46	-0.66	-1.22
76	66	3-6	reading	SAT	34	-1.28	-0.83	-1.26	10	-0.97	-0.70	-1.01	24	-1.40	-0.89	-1.37
56	47	4-8	reading	GtsMG	22	-1.28	-0.84	-1.29	13	-1.35	-0.98	-1.31	9	-1.18	-0.63	-1.27
79	69	2-7	reading	CRT	28	-0.74	-0.52	-0.61	22	-0.83	-0.65	-0.74	6	-0.40	-0.05	-0.17
44	44	5-7	reading	SDAT	13	-1.32	-0.73	-0.66	1	-1.10	-0.90	-0.50	12	-1.33	-0.72	-0.68
10	8	3	reading	SAT	5	-0.36	-0.08	+0.06					5	-0.36	-0.08	+0.06
47	23	9	reading	MAT	5	-3.44	-2.84	-1.68	5	-3.44	-2.84	-1.68				
43	27	6,7	reading	MAT	13	-1.86	-1.18	-1.84	3	-1.83	-1.30	-2.03	10	-1.87	-1.14	-1.78
90	53	2-8	math	MAT	9	-1.32	-1.12	-1.47	9	-1.32	-1.12	-1.47				
46	31	8	math	CAT	10	-1.63	-0.51	-1.33					10	-1.63	-0.51	-1.33

ATTACHMENT A, Continued

N in Prgm in 70-71	N Tstd in 70-71	Grade Span	Test Area	Name of Test	All Follow-Ups N	All Follow-Ups Gr Lvl Compd to Plcmt 1970	1971	1972	Two-Year Follow-Ups N	Two-Year Follow-Ups Gr Lvl Compd to Plcmt 1970	1971	1972	One-Year Follow-Ups N	One-Year Follow-Ups Gr Lvl Compd to Plcmt 1970	1971	1972
URBAN NONPUBLIC																
748	706	3-7	reading	GtsMG	96	-1.50	-0.99	-1.15	42	-1.57	-1.12	-1.29	54	-1.44	-0.89	-1.04
457	255	2-9	reading	SAT	197	-1.24	-0.71	-1.28	96	-1.26	-0.81	-1.30	101	-1.23	-0.62	-1.27
27	12	5,6	reading	ITBS	4	-1.10	+0.03	+2.13	4	-1.10	+0.03	+2.13				
388	388	2-8	reading	GtsMG	177	-1.91	-1.20	-1.13	48	-2.17	-1.71	-1.67	129	-1.82	-1.01	-0.93
OTHER NONPUBLIC																
13	9	3-7	reading	GtsMG	9	-1.47	-0.53	-1.48	9	-1.47	-0.53	-1.48				
25	22	5-9	reading	GtsMG	9	-2.90	-1.89	-2.21	7	-3.23	-2.17	-2.70	2	-1.75	-0.90	-0.50
18	18	4-8	math	SAT	13	-2.08	-1.12	-1.72	11	-2.10	-1.27	-1.71	2	-1.95	-0.30	-1.75
15	12	4,6	reading	GtsMG	2	-1.60	-1.40	-0.70	1	-1.80	-1.70	-0.80	1	-1.40	-1.00	-0.60
25	13	3-6	reading	SDAT	9	-2.06	-1.13	-1.76	9	-2.06	-1.13	-1.76				
14	14	5-8	reading	GtsMG	10	-1.42	-0.83	-0.80	8	-1.54	-0.91	-0.76	2	-0.95	-0.50	-0.95
45	33	1-8	math	CAT	22	-1.06	-0.58	-0.92	7	-1.89	-1.01	-1.57	15	-0.68	-0.37	-0.61
5	5	6,7	reading	CRT	4	-0.98	-0.43	-0.10	4	-0.98	-0.43	-0.10				
22	17	3-6	reading	GtsMG	8	-1.63	-0.36	-0.35	7	-1.76	-0.36	-0.37	1	-0.70	-0.40	-0.20
27	25	3-8	reading	MAT	13	-0.95	-0.41	-0.51	5	-1.02	-0.68	-0.76	8	-0.91	-0.24	-0.35

ATTACHMENT A, Continued

N in Prgm in 70-71	N Tstd in 70-71	Grade Span	Test Area	Name of Test	All Follow-Ups N	Gr Lvl Compd to Plcmt 1970	1971	1972	Two-Year Follow-Ups N	Gr Lvl Compd to Plcmt 1970	1971	1972	One-Year Follow-Ups N	Gr Lvl Compd to Plcmt 1970	1971	1972
23	19	4-8	math	MAT	10	-0.93	-0.38	-0.82	2	-0.95	-0.80	-0.85	8	-0.93	-0.28	-0.81
10	4	8	math	MAT	4	-1.48	-0.66	-1.88	2	-2.40	-1.55	-3.00	2	-0.55	+0.20	-0.75
40	40	3-9	reading	GtsMG	33	-1.18	-0.33	-0.20	12	-1.19	+0.06	-0.01	21	-1.17	-0.55	-0.30
12	11	3-5	math	CAT	4	-0.93	-0.25	-0.63	4	-0.93	-0.25	-0.63				

PUBLIC PRESCHOOL

					N	Age Score w Rspct to Age Norms in Yrs 1970	1971	1972	N	Age Score w Rspct to Age Norms in Yrs 1970	1971	1972	N	Age Score w Rspct to Age Norms in Yrs 1970	1971	1972
117	47		vocab	PPVT	29	-1.45	-0.72	-0.43					29	-1.45	-0.72	-0.43
320	206		vocab	PPVT	109	-1.04	-0.40	-0.41	109	-1.04	-0.40	-0.41				
22	8		vocab	PPVT	6	-1.08	-0.51	-0.19	3	-1.36	-0.78	+0.42	3	-0.81	-0.25	-0.81
34	26		vocab	PPVT	16	-0.81	+0.26	+0.21	16	-0.81	+0.26	+0.21				
104	89		vocab	PPVT	53	-0.93	-0.07	-0.43					53	-0.93	-0.07	-0.43
68	28		vocab	PPVT	17	-0.83	-0.00	+0.47	8	-0.92	-0.05	+0.59	9	-0.75	+0.05	+0.35

ATTACHMENT B

SADC-TITLE I PROGRAM EVALUATION FORMAT

FY 1972

1. Source and Amt. of Prgm. Funds:

Title I: $_____

SADC: $_____

_____: $_____
(Specify any other)

Date Submitted _____

Town _____ Proj.No._____

Program Director: _____

Program Evaluator: _____

Descriptive Title of the Program: _____

_____

2. Period of Program:
( ) School year only
( ) Summer only
( ) School year and summer

3. Name (s) of school(s) where program took place: _____

_____

4. Report the full time equivalent (f.t.e.) number of Title I - SADC supported staff who directly taught, tutored, or counseled pupils in the program. Where a staff member directed only one-quarter of the teaching day to program teaching-learning activities, show .25 as the number for that staff member. Also indicate the total program hours of direct teaching, tutoring, or counseling rendered weekly by this staff.

f.t.e. staff number	total teaching hours weekly	f.t.e. staff number	total teaching hours weekly
( ) teacher	( )	( ) counselor	( )
( ) tutor or aide	( )	( ) _____ (specify other)	( )

5. Report the duration in weeks of the direct services to pupils _____

6. Report the number of public school pupils directly served _____

7. Give the grade level breakdown for public school pupils below.

Pk	K	1	2	3	4	5	6	7	8	9	10	11	12	Other

8. List below the criteria used to select pupils for services of the program being evaluated (economic criteria and educational criteria)

9a. If children from eligible Title I attendance areas who attended non public schools met the criteria to receive services, and received services of the town's Title I ESEA program ... indicate the number of such children and the names of the non public schools from which they came.

9b. Describe the specific services non public school children received.

9c. If the Title I services for non public school children were different from the services provided for public school children, indicate the value of such services on a separate page and attach to this report.

10a. List the number of children and youth directly served by the project who were promoted to the next grade level at the end of school year 1971-72. _____

10b. List the number of children and youth directly served by the project who were not promoted to the next grade level at the end of school year 1971-72. _____

11a. Give the aggregate days of attendance for the school year of children and youth directly served by the project. _____

11b. Give the aggregate days of membership for the school year of children and youth directly served by the project. _____

12a. List the number of grade 7-12 youth served by the project who withdrew from school but were not transfer withdrawals, from July 1, 1971 to June 30, 1972. _____

12b. List the number of grade 7-12 youth served by the project who remained in school from July 1, 1971 to June 30, 1972.

(Subtract the number of grade 7-12 withdrawals from the total number of grade 7 through 12 public school youth served in the program which is indicated on page 1 of this report). _____.

13. Report the standardized test results secured for children in the program in Table I on the last page (page 6).

14. What evidence based on test results is there of change in children and youth receiving Title I or SADC program services during this school year? Compare program children gains with the staff's "expected gain", with local norms and with national norms.

15. Evaluation of Objectives: Use the following chart form in restating and evaluating the objectives directly related to changes expected of children and youth receiving project services.

Give the evaluator's INTERPRETATION of the FINDINGS for each objective. The INTERPRETATION should follow the last FINDING for a given objective and occupy the space of two or more columns. (If additional pages are used in reporting objective evaluation, continue on size 8½ x 11 paper in "chart form" as arranged on this first page)

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given

16. Aside from the evaluation made of program objectives, indicate any successful outcomes resulting from Title I or SADC efforts in the town during the past year.

17. Aside from the evaluation made of program objectives, indicate any problems resulting from Title I or SADC efforts in the town during the past year.

18. State the recommendations for the future consideration of this program. Base the recommendations on the findings and conclusions of this evaluation report.

TOWN_____Project No._____

TABLE I - Standardized Test Results for Students Participating in Title I and SADC Programs

GROUP PRE-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM				
										25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above	

GROUP POST-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Gr. Lev.	Mean Raw Score	Mean Grade Equiv. Score	Median %ile Score	NO. OF STUDENTS SCORING ACCORDING TO NAT'L NORM				
										25th %ile and below	26th to 50th %ile	51st to 75th %ile	76th %ile and above	

*Any symbol used that identified pre-test results with post-test results for the same group of children.

ATTACHMENT C

NONPUBLIC SCHOOL COMPENSATORY PROGRAM DATA, 1971-72

N of Schs in Eval	S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Hldng Power Rate	N of Gr 7-12 Prgm Ppls
	PROGRAMS OFFERING READING HELP														
4	SF	CAT	23	1,2	7	17	-1.07	2.44	.96	.92	26	30	286		
1	S	MAT	17	2-8	8	17	- .55	1.21	.94	.96	47	19	73		
1	S	CAT	22	1-4	7	22	- .21	1.02	.91	.95	88	92	50		
7	SF	GORT	290	2-8	8	290	-3.03	2.39	.93	.95	17	53	527	.92	48
1	SF	DurSul	24	2-7	7	22	- .90	1.17	1.00	.97	30	30	157		
1	S	DurSul	6	2-5	7	6	-1.10	2.17	1.00	.99	16	6	108		
1	S		7	9-12					1.00		30	19	114		
1	S	DurSul	8	2-6	7	8	-1.21	1.49	.88	.95	20	40	146		
1	S	GtsMG	35	4-6	5	33	-1.14	2.89	1.00	.87	44	15	115		
1	S	GtsMG	18	4-6	12	12	-1.00	1.48	1.00	.95	30	19	101		
1	S	GtsMG	20	3-6	7	14	-1.75	1.46	.90	.98	25	12	78		
1	S	GtsMG	14	2-6	7	14	-1.06	1.09	1.00	.77	70	12	73		
2	SF	GtsMG	30	1-6	8	24	- .70	1.19	.93	.93	33	25	146		
3	S	GtsMG	49	2-6	7	45	-1.42	1.76	.98	.96	63	13	92		

ATTACHMENT C, Continued

N of Schs in Eval	S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Hldng Power Rate	N of Gr 7-12 Prgm Ppls
6	SF	GtsMG	41	2-8	8	41	-1.80	2.58	1.00	.99	60	18	129		
1	S	CRT	4	8	6	4	-1.50	3.50	1.00	.95	40	22	73	1.00	4
1	S	CRT	30	3-6	3	30	+ .10	3.40	1.00	.98	90	2	70		
1	S	SAT	16	1-5	8	13	- .58	1.06	1.00	.98	32	11	173		
1	F	SDAT	12	7,8	6	12	-2.29	1.45	.92	.96	48	14	[illegible]		
1	S	SAT	19	3,4	5	11	- .74	.96	1.00	.98	76	14	55		
1	S		27	1-6					1.00		75	8	72		
1	F	GtsMG	25	1-3	8	18	- .66	1.20	.88	.98			272		
1	S		26	5-8					.87	.96					
8	SF	SAT	710	1-8	9	273	-1.28	1.16	.95	.94	32	23	374	.99	92
1	S	MAT	10	7	3	4	-2.00	1.00	1.00	.95	40	8	45		
1	S	MAT	19	4,5	6	13	- .84	1.53	.89	.97	45	14	86		
1	S	SAT	11	6,7	9	10	-2.53	1.37	.50	.90	44	18	118		
1	S		28	9-12					1.00	.95	75	10	65		
6	S		60	2-6					.95		60	17	99		
1	S		14	9-12					1.00	.94	50	19	100		

ATTACHMENT C, Continued

N of Schs in Eval	S,F or SF	Test	N of Prgm Pols	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Hldng Power Rate	N of Gr 7-12 Prgm Ppls
1	S	GtsMG	15	1-8	3	14	-1.62	.96	.60		60	17	88		
1	S	GtsMG	27	1-8	6	24	-1.25	1.11	.81		56	7	35		
1	SF	MAT	28	2,5	5	9	-1.39	1.27	.96	.93	45	12	240		
1	S	NRT	8	7,8	4	8	-1.70	.75	1.00		28	37	192		
1	SF		9	1-6					1.00	.98	45	22	154		
1	S	NRT	61	7,8	7	22	- .70	2.27	.87	.99	61	10	79		
1	S	SAT	29	2-6	7	12	- .34	1.08	.93	.96	58	13	74		
1	S	SAT	16	2-8	7	13	-1.48	1.56	1.00	.98	16	56	240		
1	S		6	10-12							20	18	66		
1	S		27	1-9					.93	.81	32	13	120		
1	S	SAT	11	9-11	3	10	-5.12	3.13	1.00	.93	55	20	29		
1	S	GtsMG	23	4-8	5	20	-1.81	1.63	1.00	.69	40	12	60		
1	S	GtsMG	23	2-5	4	17	- .94	1.39	.83	.98	23	23	208		
1	S		24	2-5					.96	.87	100	4	46		
1	S	CRT	6	2	8	6	- .50	.75	1.00	.96	30	31	219		
1	S	CRT	23	2-5	8	23	- .36	.91	1.00	.96	58	16	118		

ATTACHMENT C, Continued

N of Schs in Eval	S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Hldng Power Rate	N of Gr 7-12 Prgm Ppls
1	SF	GtsMG	24	2-8	8	24	- .90	.90	1.00	.96	24	44	172		
1	S	GtsMG	11	5-8	7	11	-1.00	3.68	1.00	.99	73	10	376		
1	S	GtsMG	29	1-8	6	13	- .94	2.94	.83	.93	170	4	134		
1	S	GtsMG	15	1-7	8	8	- .58	2.43	.87	.94	21	6	231		
1	S		1	4					1.00	.92	50	25	194		
1	S		11	7-9					1.00	.94	27	21	73	1.00	11
1	S	WRAT	12	1-4	7	12	- .90	.75	.92		48	21	103		
1	S		15	2-6					.87	.97	25	21	151		
2	S	GtsMG	27	3-7	7	14	-1.59	1.98	.92	.97	81	4	81		
1	S	CAT	13	3-5	6	12	- .82	.83	.93	.97	30	25	130		
2	SF		27	2-7					1.00	.90	54	5	83		
1	SF		26	1-4					.96	.94	32	25	128		
12	SF	SAT	266	1-10	8	209	-1.25	1.23	.93	.96	46	15	342	1.00	65
1	S	CAT	24	9-10	7	24	-1.03	1.71	1.00	.98	70	12	81	1.00	24
1	S		20	2-5					1.00	.99	56	8	85		
1	S		16	1-4					.75	.93	50	10	79		

ATTACHMENT C, Continued

N of Schs in Eval	S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Hldng Power Rate	N of Gr 7-12 Prgm Ppls
1	S	SAT	44	1-8	11	29	- .67	.99	.86	.95	44	20	49		
1	SF		24	1-6					.92	.98	48	8	63		
1	SF	GtsMG	25	2-8	7	25	- .94	2.03	.96	.97	16	14	165		
2	SF	GtsMG	66	1-8	7	46	-2.14	1.80	.88	.96	13	60	328		
1	S		2	4,5					1.00	.95	10	26	96		
10	SF	CtsMG	206	3-6	8	114	-1.65	1.37	.98	.96	21	46	536		
	PROGRAMS OFFERING MATH HELP														
1	SF	SAT	16	1-5	9	14	.00	1.19	1.00	.98	32	11	173		
8	SF	SAT	223	3-10	9	76	- .76	1.12	.95	.94	32	23	374	.99	92
1	S	MAT	10	7	3	6	-1.30	1.67	1.00	.95	40	8	45		
1	S	MAT	19	4,5	6	13	- .84	1.53	.89	.97	45	14	86		
1	S		28	9-12					1.00	.95	75	10	65		
1	S		14	9-12					1.00	.94	50	19	100	1.00	14
1	S		6	10-12							20	18	66		

ATTACHMENT C, Continued

N of Schs in Eval	S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Hldng Power Rate	N of Gr 7-12 Prgm Ppls
1	F	CAT	17	2,4	6	7	- .60	1.92			17	4	80		
1	S	SAT	19	3-8	7	19	-1.83	1.33							
1	S	MAT	11	2-8	6	9	-1.70	2.11							
1	S		9	1-8									138		
1	SF	CAT	15	1-7	8	5	- .70	1.72	.87	.94	21	6	231		
1	S	MRAT	12	1-4	7	12	- .23	.78	.92		48	21	103		
1	SF	CAT	13	3-5	6	12	- .36	1.29	.93	.97	30	25	130		
1	SF		26	1-4					.96	.94	32	25	128		
2	SF	CAT	66	1-8	7	30	- .47	.70	.88	.96	13	60	328		
1	SF		2	4,5					1.00	.95	10	26	96		

ATTACHMENT D

PUBLIC SCHOOL ELEMENTARY GRADE READING OR READING RELATED
COMPENSATORY PROGRAM DATA, 1971-72

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	GE Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF	CRT	292	2-7	7	201	-1.52	2.01	.95	.94	28	25	240	40	533	748
SF	MAT	46	1-8	7	28	-1.16	.91	.89	.95	23	58	401	4	10	615
SF	MAT	22	2-5	6	19	- .81	1.38	.95	.85	29	31	302	24	22	976
SF	CRT	11	1-3	7	11	+ .41	1.40	1.00	.95	44	26	587	6	18	905
SF	MAT	96	1-5	8	92	- .51	.68	1.00	.95	6	158	497	29	164	945
SF		15	1-7					.85	.97	14	44	484	4	32	701
SF	CAT	75	1-4	7	55	- .47	1.13	1.00	.95	25	33	739	46	192	808
S	MAT	839	2-5	7	308	-1.65	1.06	.95	.78	40	25	275	244	10,145	814
S	MAT	3659	2,3	7	1614	- .60	.87	.95	.78	245	4	50	244	10,145	814
SF	MAT	166	1-3	14	24	- .55	.83			14	65	602	244	10,145	814
F	MAT	924	2,3	6	161	- .54	1.58	.98	.92	28	43	283	244	10,145	814
SF	DurSul	48	2-6	8	35	-1.45	1.28	.90	.95	12	49	444	123	792	730
SF	DurSul	37	1-5	8	37	- .70	.90	.86	.97	19	63	1115	123	792	730
SF	MAT	80	1-6	7	58	-1.04	.72	.94	.94	27	44	372	123	792	730
SF	DurSul	65	2-6	8	28	-1.45	1.44			33	36	344	123	792	730

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF	DurSul	27	1-6	7	12	-1.58	1.36	.78	.94	27	43	419	123	792	730
SF	MAT	42	2-6	12	29	- .97	.82	.90	.94	21	28	549	123	792	730
SF	GORT	25	2-6	8	11	-1.26	3.01	.92	.94	17	33	409	29	49	816
SF	CAT	29	2-6	8	25	- .45	.70	1.00	.94	29	34	425	10	47	709
F	SAT	19	1,2	5	17	- .19	1.28	.79	.95	19	32	448	10	47	709
SF	ITBS	38	1-8	14	37	- .41	.69	.92	.95	9	99	340	6	10	558
SF	GtsMG	55	2-8	8	36	-1.16	.84	.96	.90	18	40	277	18	56	819
SF	ITBS	56	2-4	8	45	- .84	1.16	1.00	.95	7	141	355	3	19	832
SF	WRAT	50	1-6	7	50	- .42	1.23	.98	.94	25	42	618	54	70	859
F	GtsMcK	43	5-8	8	43	- .97	1.03	1.00	.92	43	24	249	29	111	696
S	SAT	23	2-4	12	23	- .68	.57	.95	.56	8	183	410	19	142	775
SF	SAT	106	2-4	12	63	- .40	.75	.92	.91	10	112	319	23	112	770
SF	CAT	47	2-5	8	30	- .09	.88	1.00	.95	23	41	199	18	72	738
F	GtsMG	232	2	12	66	- .30	.60	.92	.90	15	69	387	110	1194	912
SF	GtsMG	191	2-6	12	162	- .99	.78	.93	.94	25	29	476	110	1194	912
SF	WRAT	37	1-6	8	26	+ .67	2.97	.97	.96	14	65	1026	51	44	1468

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
S	GtsMG	32	2-6	7	23	-1.63	.93	.87	.94	10	75	750	25	207	728
SF	SRA	181	3-6	8	97	+ .16	.76	.99	.96	26	35	153	23	68	899
S		70	1-6					.96	.97	35	27	129	11	82	817
SF	ITBS	71	1-6	12	57	- .84	1.01	1.00	.94	15	63	513	21	139	795
SF	GORT	299	1-5	7	176	-1.66	.83	.97	.99	33	24	304	61	388	712
SF	GtsMG	211	2-4	7	83	-1.06	1.19	.89	.90	27	32	690	122	879	1050
F	CAT	25	1-4	7	23	- .80	2.47	1.00	.93	19	55	458	35	108	798
F	DurSul	129	2-4	6	129	- .91	2.08	.86	.93	18	72	817	136	577	652
F	GtsMG	62	Pk-6	7	34	- .43	1.69	1.00	.99	21	25	509	120	236	1002
SF	MAT	10	2-5	6	10	- .87	.80	1.00	.94	8	33	268	3	2	670
SF	MAT	97	2-6	9	54	-1.12	2.12	.90	.94	39	28	260	58	137	847
SF	SAT	16	1-6	12	16	-1.04	.94	.94	.97	16	68	762	18	22	781
SF	SAT	188	1-8	7	125	-1.24	1.66	.98	.96	17	70	738	111	203	1177
SF	SAT	94	1-5	8	61	- .73	.94	.91	.93	38	29	261	18	170	538
F		656	Pk-6					.99	.94	94	13	126	94	449	827
S	WRAT	69	1-5	7	72	- .39	1.01	.84	.98	35	30	172	37	83	820

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF	MAT	23	1,2	3	14	+ .03	1.37	.62		12	37	334	10	30	772
SF	MAT	289	2,3	12	25	+ .23	.76	1.00	.95	19	63	338	100	412	1044
SF		2349	K-8					.98	.89	25	43	803	286	18193	1184
F	CRT	416	3-5	3	416	- .80	2.40	.99	.92	46	10	391	286	18193	1184
SF	GtsMG	97	2,3	12	55	- .08	.85	.94	.88	12	74	430	34	312	717
SF	GtsMG	85	2,3	10	85	+ .54	1.14	.87	.96	11	109	374	34	312	717
F	GtsMG	25	2,3	8	18	- .66	1.20	.88	.98	13	72	528	34	312	717
F		32	K-8					.97	.96	32	28	304	5	15	684
SF	CRT	71	2-8	8	52	- .91	1.34	.86	.99	32	31	363	12	41	649
SF	GtsMG	71	1-6	7	67	-1.95	1.86	.96	.95	14	37	214	39	70	696
SF	GtsMG	26	2-5	8	13	- .93	1.06	.92		26	35	303	6	40	624
S	MAT	30	4,5	9	30	-1.17	.86	1.00	.96	38	29	288	19	58	961
SF	MAT	19	2-7	7	18	-1.28	.87	1.00	.94	10	168	458	2	3	920
S	SAT	23	1,2	12	18	- .20	.27	1.00	.88	23	23	362	31	100	803
F	MAT	129	1,2	5	110	- .15	1.05	.90	.93	18	59	178	102	702	875
SF	MAT	247	2-6	8	185	-1.11	.88	.98	.95	27	37	492	102	702	875

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF	SAT	60	1-8	8	47	- .81	.83	1.00	.94	17	57	383	18	39	928
SF	GtsMG	179	2-5	12	167	- .82	1.03	.96	.92	30	44	346	114	1675	745
SF	GtsMG	126	2-5	12	42	- .86	1.23	.96	.96	47	25	322	114	1675	745
SF	MRAT	496	1-3	12	128	- .19	.93	.94		36	35	134	64	901	869
SF		212	4,5					.99		50	24	91	64	901	869
S	MAT	146	2-8	7	117	-1.40	1.07	.97	.96	7	112	326	125	676	828
F	GtsMG	66	4-6	8	64	-1.73	.86	1.00	.97	33	21	527	125	676	828
SF	GtsMG	79	2-8	12	29	-2.45	.53	.96	.86	7	122	292	38	50	805
SF	MAT	138	1-6	8	105	- .50	1.23	.98	.96	19	74	370	45	211	732
SF		417	K-6					1.00	.90	42	29	230	140	2775	806
SF		248	Pk-6					1.00	.84	39	31	245	140	2775	806
SF		152	Pk-6					1.00	.88	42	28	391	140	2775	806
SF		422	Pk-6					1.00	.90	50	24	183	140	2775	806
SF		101	Pk-6					1.00	.86	51	24	352	140	2775	806
SF		531	K-6					1.00	.88	71	24	145	140	2775	806
F	MAT	133	4-6	12	54	+ .04	1.17	1.00	.97	42	30	523	43	43	1304

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
F	MAT	32	5,6	6	21	-1.73	.55	1.00	.90	10	63	225	17	61	751
S	MAT	40	3	12	10	+ .80	.33	1.00	.93	10	81	167	17	61	751
SF	SAT	109	1-8	7	86	-1.08	.87	.95	.95	27	28	374	15	51	905
SF										9	158	1056	219	12830	1094
SF		627	K-6					.98		23	53	417	219	12830	1094
F	MAT	5079	2,3	12	120	- .36	.55	.97		39	23	200	219	12830	1094
F	SDAT	540	3-6	7	223	-1.60	.74			30	47	494	219	12830	1094
S	GtsMG	116	2-4	7	44	-1.13	1.62	.93	.92	12	73	749	48	1282	1015
F	GtsMG	139	1-6	8	102	-2.48	.69		.90	9	97	667	48	1282	1015
SF	MAT	147	3,4	7	57	- .20	.56	.92	.93	7	151	372	39	225	808
SF	MAT	60	1-4	12	52	- .57	1.18	.92	.93	7	122	480	43	100	896
S	ITBS	22	4-8	5	22	-1.06	.42	1.00	.96	15	39	258	33	69	683
SF	MAT	50	2-6	8	19	-1.04	.73	1.00	.98	13	73	933	61	124	1034
SF		32	1-6					.94	.89	32	24	429	12	29	623
S	CRT	714	2-5	6	303	- .62	1.56	.95	.94	40	14	141	178	2330	929
SF	CAT	340	1-5	7	300	- .62	.90	.95	.94	18	60	537	61	1179	776

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF	GtsMG	43	1-6	12	15	- .08	.59	.95	.93		120	298	14	35	874
SF	GtsMG	67	2,3	8	8	-1.58	1.48	1.00	.94	10	108	356	22	103	891
SF	ITBS	40	3	8	6	- .90	1.13	1.00	.95	20	45	296	11	31	648
SF	CAT	168	2-5	7	86	- .96	1.55	.95	.85	42	17	527	28	237	628
F	MAT	26	2,3	12	6	- .30	1.13	1.00	.95	9	98	315	28	237	628
S		14	K-6					1.00	.94	7	136	641	41	216	826
S		31	K-6					.93	.93	26	29	290	41	216	826
S	MAT	25	K-5	12	6	- .10	.60	1.00	.95	8	108	359	41	216	826
SF	MAT	80	2-5	9	80	-1.15	1.09	.90	.92	22	47	438	26	140	651
S	MAT	60	2-5	8	40	- .98	.99	.95	.95	12	165	207	21	120	822
S	MAT	24	1-4	4	20	-1.06	1.30	.96	.92	12	30	175	8	16	725
F	MAT	21	5	6	21	-2.10	1.33	.90	.99	21	55	90	8	16	725
SF	GtsMG	57	2-4	8	48	-1.10	.87	.91	.95	10	60	463	15	181	706
F	GtsMG	15	1-4	8	14	- .96	2.36	.87	.97	19	41	463	15	181	706
SF	GtsMG	90	1-9	9	77	-1.15	.89	1.00	.94	23		355	59	37	982
SF		23	K-5					1.00	.94	23	39	264	21	83	996

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF	MAT	27	1-3	5	12	- .63	.65	1.00	.93	5	50	203	3	14	734
SF	ITBS	19	3-7	6	10	- .40	.83	1.00	.95	95	10	215	3	10	918
SF	GtsMG	34	2-6	3	38	- .62	2.00	1.00	.99	4	90	376	57	45	835
S	MAT	12	1	9	12	- .10	.78	1.00	.93	12	63	700	62	184	654
SF	MAT	75	1-6	9	75	-1.02	1.52	1.00	.94	30	24	433	62	184	654
SF	MAT	40	2-4	8	24	- .86	1.16	.82	.95	20	56	299	17	51	767
SF		262	K-6					.95	.92	15	46	248	81	292	822
SF	GtsMG	75	2-6	9	34	-1.20	.83	.92	.95	7	170	389	54	100	716
S	ITBS	16	2-6	8	11	-1.05	.48	.89	.61	12	60	259	5	53	659
SF	MRAT	98	1-9	7	98	- .89	1.29	.96	.97	28	26	412	20	148	763
F	MAT	550	1-5	12	301	-1.07	1.03	.98	.90	20	44	506	207	3065	1066
SF	MAT	36	2-8	12	22	-1.50	.27	.94	.96	10	88	300	4	58	555
SF	GtsMG	95	2-7	21	47	-1.66	1.20	1.00	.98	24	24	778	36	167	822
SF	GtsMG	71	2-6	9	47	-1.22	1.36	.95	.92	15	66	830	98	386	970
SF	MAT	402	1-8	10	105	- .93	.79	.96	.88	67	26	326	96	348	838
SF	GtsMG	82	5-7	8	77	-1.12	1.44	.93	.94	14	72	281	15	72	688

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF		53	1-6					.96	.92	6	174	732	16	113	698
SF		132	K-2					.84	.98	26	53	83	27	35	709
SF		45	K-3					.96		30	77	625	79	64	872
SF	MAT	197	1-8	9	171	- .57	.93	.93		26	40	560	73	553	803
S		87	K-3					.77	.93	24	45	302	73	553	803
SF		13	K-5					.85	.94	13	55	369	3	7	634
SF	MtsMG	96	2-5	8	96	- .88	.64	.98	.95	33	26	292	89	429	815
F													180	5038	837
F		798	K-2					.94	.84			406	180	5038	887
SF	MAT	253	2-5	7	135	- .78	.63	.95	.94	42	22	242	45	123	831
S	GtsMG	15	2,3	8	15	-1.10	2.63	.93	.93	10	124	1018	46	108	752
F	SRA	14	2	9	14	-2.00	3.22	.93	.95	9	154	1021	46	108	752
SF	CRT	32	2-6	6	20	- .73	1.67	.75	.94	32	36	352	10	68	778
SF	CTBS	257	2-9	9	160	- .88	.89	.95	.95	16	67	536	129	170	1155
SF	SAT	292	2-8	7	133	- .96	1.06	.91		8	32	239	98	1093	842
SF	MAT	30	1-6	7	20	- .67	.69	.87	.93	18	35	191	7	19	790

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF		36	Pk-4					.94		23	58	833	43	22	1160
SF	SAT	90	2-8	11	83	-1.47	1.23	.97	.92	14	60	411	16	133	754
SF	SAT	10	4-6	8	10	-1.56	.85			10	83	400	16	133	754
SF	MAT	18	1,2	13	18	- .10	1.11			18	28	666	16	133	754
SF	GtsMG	44	3,4	8	16	-1.40	.88	1.00	.98	44	22	400	43	611	754
SF	SAT	165	1-6	8	127	-1.27	.98	.97	.95	16	68	388	57	194	839
SF	MAT	42	1-4	9	34	- .26	1.29	.98	.88	9	96	389	7	26	762
SF	MAT	139	2-8	12	134	-1.03	.77	.96	.93	26	28	542	7	94	1053
S	MAT	52	2-6	12	37	- .80	1.05	.88	.93	21	48	319	12	9	896
SF	GtsMG	65	2-4	12	65	- .36	1.00	.92	.98	43	21	137	11	17	998
S	GtsMG	19	4	12	19	- .30	1.20	1.00	.96	95	10	71	11	17	998
SF		28	K-6					.96	.95	18	20	97	10	72	787
SF		30	K-5					1.00	.94	27	37	221	10	72	787
SF		13	1-6					.92	.97	16		510	10	72	787
SF	MAT	28	4-7	12	23	- .78	.05	1.00	.92	19	9	575	12	36	1090
SF	MAT	12	2	12	8	- .40	.90	1.00	.94	30	38	290	25	69	856

ATTACHMENT D, Continued

S,F or SF	Test	N of Prgm Ppls	Gr Span Tstd	Mos Btwn Tstng	N of Ppls Tstd	GE Pretest Status	GE Gain Rate	Gr Prom Rate	Sch Yr Attnd Rate	Pupil Staff Ratio	Total Prgm Hrs/ Pupil	Prgm Pupil Expend	Twn Pupil Enrlmt (100's)	Jan 1972 Twn AFDC	1970-71 Twn Ppl Expend
SF	ITBS	15	4,5	7	15	-1.03	.34	1.00	.93	15	76	579	25	69	856
SF	ITBS	10	3,4	7	7	- .54	.00	1.00	.95	25	46	347	25	69	856
SF	ITBS	16	2,3	9	13	- .41	.91	.78	.96	16	86	543	25	69	856
SF	GtsMG	204	2-5	7	67	-1.28	.94	.97	.95	70	17	52	20	17	852
SF	GCRT	8	4-7	8	7	-3.57	.75	1.00	.94	16	83	610	26	73	857
SF	MAT	27	1-3	4	23	- .51	.46	.96	.95	54	24	180	26	73	857
SF		40	2,3					.90	.92	40	33	244	26	73	857
SF	CAT	14	4-7	6	10	-1.36	1.98	1.00	.93	28	35	349	26	73	857
F		35	1-6									98	21	58	857
SF	GtsMG	86	2-5	7	30	-1.63	1.30	1.00	.88	29	31	160	21	58	641